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ABSTRACT

This monograph was written to motivate and provide initial orientation for community leaders who are committed to seeing that comprehensive career guidance programs are established to serve the career planning and development needs of all citizens. The monograph is divided into two parts. Part A, containing four chapters, gives suggestions for how to plan, implement, and evaluate community collaboration to improve career guidance. Part B presents 10 case studies that illustrate successful community efforts in cooperative programs of career guidance. In part A, chapter 1 reviews the thinking underlying community collaboration and the encouragement provided by federal, state, and local laws and policies. Chapter 2 turns the focus to additional decisions the planning team will face and presents sample strategies for monitoring and evaluating the efforts of the community agencies. Chapter 3 introduces the reader to ways other communities have made the programmatic decisions presented in the previous chapter. The chapter summarizes data on the results of community attempts to implement career guidance collaboration. Chapter 4 includes conclusions and recommendations intended to facilitate community collaboration to improve career guidance for all target populations. Each recommendation is followed by a review of findings that support it and an outline of steps that could be followed to implement it. Part B contains actual case studies summarizing team activities, both by regions and by individual communities for 10 sites (four in the Northeast, one in the South, two in the Midwest, two in the Northwest, and one in the Far West). (KC)

ED236395

An Evaluation Monograph

COMMUNITY COLLABORATION FOR IMPROVING CAREER GUIDANCE PROGRAMS: IT CAN WORK IN YOUR COMMUNITY

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FOREWORD

The concept of community collaboration for the improvement of career guidance programs and activities has been a national priority for several years. One evidence of this priority has been a series of projects contracted through competitive bidding by the U.S. Department of Education, Office of Vocational and Adult Education. This monograph is the culminating document that depicts the process and initial effects of organizing and utilizing community partnerships dealing with specific client needs across fifty-six communities in over thirty states. The National Center for Research in Vocational Education was pleased to serve as the prime contractor for three consecutive projects and the American Institutes for Research; the University of Missouri, Columbia; the American Personnel and Guidance Association (now known as the American Association for Counseling and Development, AACD), and the American Vocational Association. Together, much progress has been made to forward the concept of community collaboration for the improvement of career guidance programs.

This monograph has been prepared as a result of over five years of research and development, the training of over 1500 community leaders, and field-testing the concept and training materials in over fifty-six communities which include over 500 local team participants). It is our hope that as a result of this extensive work, the guidelines, models, techniques, recommendations, and case study descriptions will aid you and other community leaders in meeting the career development needs of individuals and groups in your community. Recognition is due to the American Institutes for Research (AIR) in Palo Alto, California, for providing leadership in the development of this monograph. G. Brian Jones and Linda Phillips-Jones of AIR, Harry N. Drier and Robert Campbell of the National Center for Research in Vocational Education, and Norman Gysbers of the University of Missouri at Columbia coauthored the monograph. Karen Kimmel Boyle, and Robert Bhaerman of the National Center for Research in Vocational Education assisted in obtaining local site information.

In addition, we would like to express appreciation to the consultants who assisted in providing training and technical assistance to the local sites. Likewise, appreciation is extended to the fifty consultants who helped prepare the companion forty-one Competency-based Career Guidance Training modules that were used by the local site teams. Together, this consortium of professionals and agencies demonstrated and documented that career guidance can be improved through greater partnership and collaboration among a wide range of community agencies and personnel.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

In your community it is undoubtedly possible to identify citizens who need and want assistance to better plan and develop their careers and their lives. However, if those individuals are not directly served by one of your community's organizations such as a business, an industry, a school, a job-training program, or a college, the necessary assistance probably is not provided. In fact, many of your community's organizations probably do not have comprehensive and effective career planning and development programs for their own employees, students, or clients.

Research shows that if your community is a typical one, a large number of community residents are dissatisfied with their current salaries and level or place of work. Many former breadwinners have been laid off and are now looking for jobs. Numerous homemakers are anxious, yet afraid, to get back into the work-force. Most of your community's teenagers are trying to decide what careers to pursue, and many are looking for after-school or vacation jobs. A number of single parents are trying to hold down two or more jobs to make ends meet. Your community's minority group members are unaware of opportunities available to them for increasing their job-related skills.

At the same time, there are some resources within (or near) your community that offer information, jobs, training, career counseling, and other services to meet those career-related needs. Typically, these resources are overstretched and unable to handle the demand for services. Is there any way that you and other leaders in your community can creatively meet more citizens' career needs, stretch the resources that exist, add new ones, and not overcommit yourselves in the process? A new approach--Community Collaboration for Improving Career Guidance Programs--may be the answer for your community.

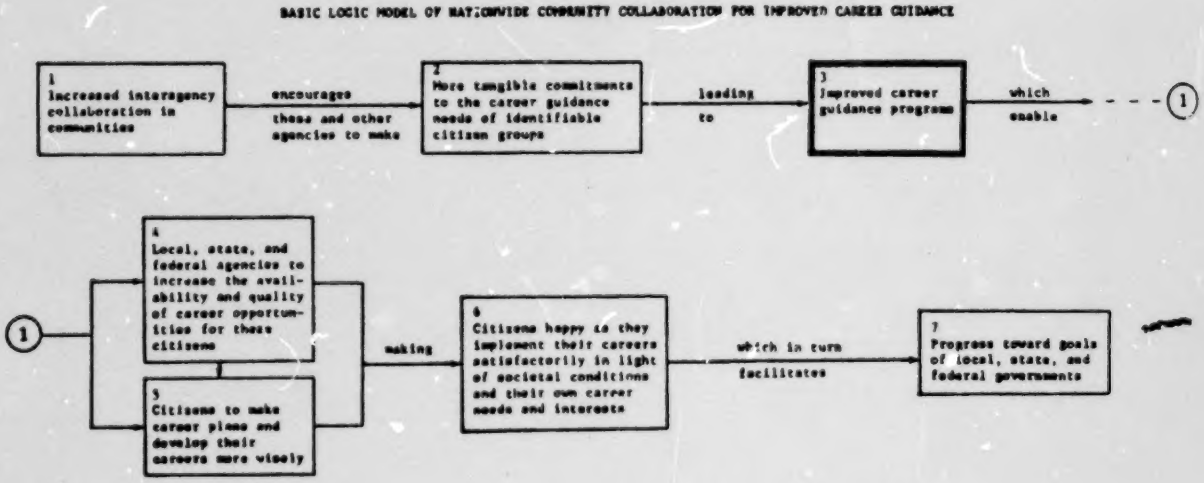
The Collaborative Solution

To implement collaboration for improving career guidance in your community, you obtain cooperation from local agencies and volunteering individuals to provide assistance to citizens whose career needs are not being adequately addressed. You form a team of community representatives to identify and assess the career needs of a particular citizen group. Then, your team members begin to plan, support, implement, operate, and evaluate a comprehensive career guidance program designed to meet that target group's highest priority needs. Once those needs are met, your team members proceed to identify and meet other needs of this and other target groups, until most or even all community residents are adequately served.

The collaborating agencies in your community can include businesses, individuals, labor organizations, educational institutions, government agencies, and informal community organizations (e.g., a group of volunteers).

The concept of community collaboration for career guidance improvements is portrayed graphically in Figure 1 below.

Figure 1


BASIC LOGIC MODEL OF NATIONWIDE COMMUNITY COLLABORATION FOR IMPROVED CAREER GUIDANCE
1 Increased interagency collaboration in communities
encourages
these and other agencies to make
2 More tangible commitments to the career guidance needs of identifiable citizen groups
leading
to
3 Improved career guidance programs
which
enable
1
4 Local, state, and federal agencies to increase the availability and quality of career opportunities for these citizens
5 Citizens to make career plans and develop their careers more wisely
making
6 Citizens happy as they implement their careers satisfactorily in light of societal conditions and their own career needs and interests
which in turn
facilitates
7 Progress toward goals of local, state, and federal governments

This simple logic model shows a chronological sequence of immediate, intermediate, and long-range outcomes that can occur when communities implement such a collaborative approach. The model is a simplified version of what Congress and many guidance leaders envision. The actual national and local processes are very complex. Instead of a straight line portraying the move from one step to another, the processes are more like a spiral placed horizontally--starting small, drawing in more people and resources, and gradually multiplying its events and influence.

Recent History of Collaborative Career Guidance

Congress has supported collaboration in recent years. The impetus for community collaboration to meet career and vocational needs began primarily with the Vocational Education Act of 1963, which was amended in 1968 and further modified by the Education Amendments of 1976. Additional enabling language has been contributed by other pieces of federal legislation (e.g., Career Education Incentive Act, Job Training Partnership Act, Education of All Handicapped Children Act, Juvenile Justice and Delinquency Prevention Act, and Community Schools and Comprehensive Community Education Act), as well as by numerous state statutes that authorize vocational and career-related programs.

The concept of community collaboration with a career guidance focus was first introduced by the Office of Vocational and Adult Education (OVAE) in the United States Department of Education. Using a series of three projects contracted through competitive bidding, this agency engaged a national consortium of private organizations to develop this concept and to recruit and assist community teams that wanted to apply it in their local settings. From its inception, the consortium was coordinated by the National Center for Research in Vocational Education, assisted primarily by the American Institutes for Research (AIR), the University of Missouri at Columbia, the American Vocational Association, and the American Association for Counseling and Development (formerly the American Personnel Guidance Association).

The monograph Community Collaboration for Improving Career Guidance Programs: It Can Work in Your Community describes some of the progress made by the consortium and fifty-six community teams. This executive summary highlights findings presented in the monograph.

National Collaborative Project, 1980-1981

In 1981, the organizations within the federally funded national consortium developed an overall plan and agreed upon their respective tasks and responsibilities. Their goal was to build upon a previous federal project that had developed training materials and trained a cadre of individuals nationwide in how to use a legislative base to design and manage comprehensive, community-based career guidance programs.

The National Center Consortium formalized the community collaboration concept and completed a series of thirty-six training modules to assist communities in implementing it. The training materials cover six areas of collaborative career guidance programs: (1) planning, (2) supporting, (3) implementing, (4) operating, (5) evaluating, and (6) special population needs.

Consortium staff next contacted individuals and agencies across the United States that might be willing to initiate collaborative career guidance projects in their communities. In some instances, individuals learned about the effort from other sources and contacted the consortium.

Sites, to be eligible, had to identify a tentative target group to serve and activities to try, plus obtain agreements to collaborate with at least three community businesses, industries, labor organizations, educational institutions (not more than one), government service organizations, or other community groups. During the first project, a total of thirty-five sites were selected to participate through 1981.

Team leaders were sent to the National Center in Columbus, Ohio, to receive training in the purposes of the national project and on the theory and techniques for planning, supporting, implementing, operating, and evaluating collaborative career guidance programs. Each was given training materials to use with team members, plus a standard format to use in developing a team's action plan.

The community teams ended up serving a variety of target groups. Included were: high school students, refugees, unemployed adults, career facilitators (e.g., counselors, teachers, placement specialists), hospital employees, parents, and others.

The members implemented, or tried to implement, a wide variety of activities. These included: surveys of community resources; needs assessments; career days; career development workshops, classes, and seminars; job shadowing; career-oriented English-as-a-second-language classes; transportation to work-study sites; and various public relations activities.

National Center Consortium staff members as well as outside consultants provided technical assistance to the teams as they worked to carry out their action plans.

National Collaborative Project, 1982-1983

The same consortium was selected by OVAE to continue and expand the community collaboration concept, particularly to focus on strategies for more effectively linking community agencies to improve career guidance programs. Consortium staff developed additional training materials, including supplementing the set of thirty-six modules with five more in the areas of career development and community collaboration.

An extensive search for community sites was initiated, beginning with the thirty-three teams that completed the 1980-81 project. The eligibility requirements were the same, and twenty-one community teams were selected, eleven of which were teams that continued from the preceding project. Included were teams from the following geographic areas:

- Northeast:

  Attleboro, Massachusetts
  Chenango-Delaware Counties, New York
  Nashua, New Hampshire
  North Windham, Connecticut
  Barre, Vermont
  Watertown, New York*
  Westbury, New York

- South:

  Greensboro, North Carolina*
  Collinsville, Virginia*

- Midwest:

  Flint, Michigan
  Grayslake (Lake County), Illinois*
  Lincoln, Nebraska*
  Ely, Minnesota*
  Columbus, Ohio*
  Warren, Michigan*

- West:

  San Antonio, Texas
  Nampa, Idaho*
  Everett, Washington
  Orange County, California*
  Seattle, Washington

- Far West:

  Kailua-Kona, Hawaii*

*Teams that participated in both national projects

Team leaders attended a three-day workshop in Columbus, where they were given training in the purpose of the national project and the process they could use either expand or begin a collaborative career guidance program in their communities. Several examples of actual collaborative efforts from the 1980-1981 projects were presented by first-year team leaders.

The team captains returned home and assisted their team members in developing action plans. Among the target groups served the second year were: school teachers, counselors, and administrators; girls and women; unemployed job seekers, including youth and adults, dropouts and graduates; students at all grade levels, kindergarten through twelfth; adults in the community; hospital employees; career facilitators; school board members and committee participants who make recommendations to the board; representatives of businesses and industries; at-risk youth experiencing handicapping conditions in or out of school; and migrant workers.

The teams tried numerous activities to serve their target groups. These included: conducting training sessions for educators; maintaining a listing of local jobs available; cataloging community career resources; conducting workshops on job-seeking skills and other topics; establishing career resource centers; placing guidance counselors in libraries to help with career-related searches; helping high school students obtain entrepreneurial experience; giving attendance awards to encourage high school students' good work habits; obtaining computer equipment from a local business; publishing career resource directories; extending an easy-access telephone-cassette communication service for information on career development; plus other activities.

Once again, national consortium staff members and outside consultants provided technical assistance to the teams, as needed.

Evaluation Findings

The national projects were evaluated in several ways. During 1980-1981, national consortium staff asked team captains to submit bimonthly reports of activities. In addition, team members were interviewed by telephone by consortium staff. Each project was encouraged to conduct its own evaluation activities and provide data to indicate how successful activities were, particularly in their impact upon clients' career decision making and development. Case studies were completed of nine of the community teams.

During 1982-1983, staff modified the evaluation design somewhat. Team captains did not have to complete bimonthly reports themselves. Instead, consortium personnel prepared these summaries, and then verified them with team representatives. The telephone interviews were continued, and teams were encouraged to conduct their own evaluations of activities. Examples of evaluation designs and data collection methods were discussed as part of the technical assistance each team received. Case studies were completed of ten of the teams.

The following general conclusions regarding collaborative career guidance efforts are based on data collected on the fifty-six teams operating during 1980-1983.

1. Teams can vary in size and composition. The majority of national project teams were composed of at least ten members and had more males than females. Most members had one or more college degrees. A mix of representatives of business/industry, education, labor, and other community organizations was highly favored by team members as well as consortium staff.

2. Team members can benefit from some type of formal, structured training on the collaborative concept. However, no clearcut decision about desirable length of training was made. While most 1980-1981 project participants stated that there was insufficient training time to cover content, most also agreed that a longer training period would have posed difficulties for their schedules. For the 1982-1983 set of teams, no captains conducted formal training; members were acquainted with the concept through informal presentations and discussions.

3. If a team can successfully navigate its start-up course, it will probably continue. There are strategies that seem to increase members' initial commitment to a project, including:

- holding individual meetings between leaders and team members to personalize any general orientation given and to respond to their questions efficiently;
- obtaining letters of commitment from team members and, where appropriate, from their employers; and
- conducting team-building activities to boost team morale and cohesiveness.

4. Written action plans appear to help teams organize their efforts. Teams that managed to prepare written plans (of varying lengths and detail) generally made progress toward their goals. The teams that never managed to develop plans did not make much progress.

5. An effective way to monitor team progress and collect project evaluation data is to have an individual who is not on the team randomly interview team members, visit team activities, and assign numerical ratings to responses or observations.

6. Many different kinds of progress and impact can be expected from teams that are successful in implementing their plans. In the national projects, "high progress" teams (compared to teams that made a small amount or no progress) did the following:

- Completed more of their implementation activities aimed at achieving their objectives
- Actually achieved more of their objectives
- Produced greater impact on target groups by increasing their interest and participation in career guidance activities, improving their career planning and development competencies, and increasing the number of clients who were implementing their career plans satisfactorily
- Influenced staff from business/industry, labor, education, government, and other community sectors by helping improve their skills and knowledge in career guidance programming, as well as motivating them to develop and deliver such programs.
- Whether or not teams accomplish all they set out to do, specific verifiable incidents will probably occur to document some progress toward goals. For example, in these projects many incidents of effective team performance were reported.
- Several team members reported that they changed their own attitudes toward career guidance, increased the number of interagency referrals they made and received, helped groups conduct one or more career-related activities, developed new knowledge of community resources, helped extend a collaborative network, helped another agency expand its resources for citizens, gained new visibility and credibility in the community, helped a team leader become more motivated and skilled, obtained volunteers to conduct a career guidance activity, and got other community agencies to join the team's career guidance activities.
- Several community agencies and organizations used the national consortium's training modules, shared resources with another organization to improve career guidance programs, changed their written goals or priorities, developed a new product, or had career guidance-related equipment donated by a community agency.

- Several citizens participated in career guidance activities (often for the first time), made constructive changes in their careers and lives, received through local media information about a career guidance program, talked and worked together for the first time, showed greater awareness of community career guidance needs, and demonstrated more positive attitudes toward career guidance.

At the same time, there can be barriers to a team's successful operation. For example, from the 1982-1983 teams, incidents of the following problems or barriers were reported.

- Team members were unable to get private sector representatives to participate regularly in team activities.
- Teams had difficulty maintaining its continuity because agency staff members changed repeatedly.
- Teams progressed too slowly and some members resented having to take so much badly used time away from their jobs.
- A team member experienced pressure from a job supervisor for being absent from work for team activities.
- A team floundered because it did not have a clear sense of purpose, an action plan, or frequent meetings.
- A team focused on retraining unemployed workers for jobs that were not available: it should have directed its energies to economic development for the community.
- Team members were confused by their team's involvement in the National Consortium.
- A team could not obtain approval from a key community agency for one of the main career guidance activities it planned.
- Agency staff members not involved as team members were negative toward one of the main career guidance activities planned by the team.
- A team leader failed to make effective use of team members' capabilities.
- Citizen attendance dropped drastically in one of the main career guidance activities planned by one team.

The case studies of community teams enabled consortium staff to identify factors that contributed, inhibited, or seemed to have little influence on team progress and impact. Factors that did not seem to make major contributions or present obstacles were as follows:

- Geographic location (Productive teams were located in diverse regions across the United States.)

- Target citizen group (Guidance program clients ranged from migrant workers to high school seniors to hospital employees.)

- Type of program intervention (Some teams started with indirect interventions, whereas others began with direct interventions.)

Implementing Collaborative Career Guidance in Your Community

Based on the experiences of the participants in the 1980-1983 teams, the following recommendations are presented for your consideration in discussions with the three key groups noted on the following pages.

Recommendations to National, State, and Local Leaders

You could make such recommendations as the following to elected officials and other policymakers:

- Help citizens identify available federal and state legislative provisions for career guidance. Potential career guidance personnel and client groups need assistance to identify existing legislation as well as regulations and funding sources that could be used to establish collaborative career guidance programs. As noted in Chapter 1 of the monograph, such legislation can not only provide financial incentives but can also provide enabling language that defines and supports the concept of community collaboration.

- Call public attention to successful examples of communities that are developing collaborative career guidance programs. Useful models need to be documented and disseminated. Those examples should extend well beyond the early developmental stages illustrated by the ten case studies in Part B of the monograph.

- Provide incentives (e.g., loan guarantees, low interest loans, tax credits) for agencies and organizations that collaborate, delineate separate responsibilities, and share resources. More effective strategies need to be explored for gaining and monitoring agency commitment to this concept. Businesses and industries were involved only to a limited extent in the 1980-1981 community teams for which data are reported. This extent increased in the 1982-1983 teams. Economic incentives constitute one strategy for encouraging increased agency involvement.

- Require ongoing documentation of community needs and feasible written plans prior to supporting new guidance programs. The desirability of action plans developed by most of the community teams was criticized even by some of the team members who helped develop those plans. The validity of the needs assessment information purportedly used to set program priorities for those plans was also suspect. Community needs must be well documented and team plans must clearly address high-priority concerns in feasible ways.

- Begin a series of evaluation studies, with appropriate controls, on the effects of collaborative career guidance programs. The model in Appendix A of the monograph delineates the types of local and national immediate, intermediate, and ultimate outcomes that can result from successful implementation of this concept. The monograph recommends an evaluation approach incorporating a quasi-experimental study employing a time-series design. However, the report shows the inability of the project to implement this type of study and thus focuses only on immediate and very preliminary, intermediate outcomes. Future evaluations must exceed those limits. It is essential that further measures of the impact of collaboration on community agencies and on the careers and lives of citizens be designed and implemented.

Recommendations to Guidance Personnel

Recommendations you could make to potential and current guidance personnel are as follows:

- Ask for assistance in implementing your intended collaborative career guidance effort. The concept of collaboration is not new; many individuals, agencies, and councils are working on pooling and maximizing resources. Study the process described in the monograph. Talk to individuals in government agencies, businesses, and volunteer organizations that have tried to collaborate on other efforts. Contact the National Center (800-848-4815) or any of the sites described in the ten case studies in Part B of the monograph for information on how you can implement a collaborative career guidance program.

- Organize a community career guidance team. Include on the team persons experienced in career guidance program planning and management as well as individuals skilled in planning and managing other human service programs. Look for team members who have demonstrated willingness and ability to make projects work. Get a mix of individuals from different community agencies and interest groups.

- Design the team's training carefully. Study the logic models, data analyses, and the case studies presented in the monograph. Determine the competencies and training needs of team members and the best manner in which to build upon those competencies and meet high-priority needs. Provide top-quality training materials for self-study. Schedule any formal training sessions well in advance of when they will be held so that all members can attend. Ensure that training sessions are well structured. Include a picture, design, or logic model of what a collaborative community career guidance program could look like, along with very specific examples of what other teams have done. Consider spreading training sessions over a period of a few weeks to allow time for members to absorb and try out what is presented.

- Assess the needs of citizens to be served by your proposed guidance program. Find out, through a public hearing, written questionnaire, in-person interviews, or other recommended assessment strategy, the citizen group most in need of assistance and exactly what the needs of that group are. In addition to collecting vital information, you will gain visibility through the process of assessing needs, and that will lend credibility to the team's efforts and build a sense of program ownership on the part of the community.

- Set realistic, clear, measurable goals and objectives. Reach an agreement with team members about exactly what they intend to accomplish in a given period of time. Be as specific as possible so that the team and those observing the team's efforts will be able to tell when the goals and objectives are met. Make certain that the goals are closely tied to the needs of the citizen group to be served.

- Develop a written action plan. Require the team to write down a plan that contains its planned goals, objectives, activities, persons responsible, resources, evaluation strategies, budget, and timeline. Even if the plan must be modified later, having the ideas in writing gives every team member a common point of reference.

- Identify resources available for your proposed program. Make an assessment of every resource that can be used in the career guidance program. Include material resources (e.g., rooms, equipment, printed materials, media, supplies) as well as human resources (paid and voluntary) that can be employed. Give credit for any that are used, no matter how minor. If outside funding is needed for implementing activities, begin making contacts with funding sources early, and develop a series of prospectuses or proposals to submit to them.

- Successfully implement at least one planned activity. Begin with an activity that can be carried out easily and effectively. If successful, the experience will encourage the team to continue, and the resulting publicity should increase the community's acceptance and backing of your efforts.

- Implement additional planned activities, if the first one goes well. Continue to implement the next program activities, again ensuring that they are successful. Give credit to all who participate.

- Evaluate the team's progress. Throughout your team's efforts, and particularly after key implementation events, assess how well the program is meeting its goals. Work with the National Center Consortium staff to assess your program's impact on citizens' careers and lives as well as on community agencies that collaborate in it. Use the results to modify your team's action plan and direction.

Recommendations to Citizen Groups

You could make such recommendations as these to citizen groups in your community:

- Select what you need or want related to your career. Decide if you need assistance with activities such as exploring the various occupations and work settings that exist, setting career goals, making a career decision, obtaining vocational training, searching for and acquiring a full-or part-time job, advancing in your job or occupation, or changing career direction. If you are not sure what you need, it can be helpful to meet with someone trained to help you assess your needs.

- Volunteer to serve on a team or advisory group interested in improving your community's career guidance programs. Ask to be a member of a career guidance team if one exists, or start a group in your community. (See the recommendations for potential guidance personnel.)

- Identify which career-related resources are available in your community and which ones are not. For example, find out what agencies offer resources, such as career guidance workshops and seminars, individual and group career counseling, computerized career guidance activities, printed career materials, career media packages, vocational services. Note which resources are unavailable or inadequate.

- Take advantage of those career resources that exist. Depending on your need, contact local schools and training programs, the local office of your state employment service, and career resource centers on campuses or in the public library. Drop in or make an appointment with a staff member who works there, and tell him or her what you need.

- If a resource you need does not exist in your community, join with others who are seeking the same service and make your needs known. Since large numbers of requests are usually convincing, develop alliances with others who need the same resource, and approach individuals or groups who might be able to offer it.

- Share the positive results with others. If you benefit from a service, pass the word along to others. In doing so, you will have acted in a manner consistent with the major purpose of these projects.

PURPOSE AND OVERVIEW

To implement collaboration for improving career guidance in your community, you obtain cooperation from local agencies,[1] organizations, and volunteering individuals to provide assistance to citizens[2] whose career needs are not being adequately addressed. You form a team of community representatives to identify and assess the career needs of a well-defined citizen group. Then, your team members begin to plan, support, implement, operate, and evaluate a comprehensive career guidance program designed to meet that target group's highest priority needs.

The concept of community collaboration with a career guidance focus was first introduced by the Office of Vocational and Adult Education (OVAE) in the United States Department of Education. Using a series of projects contracted through competitive bidding, this office engaged a consortium of public and private organizations to develop this concept and to recruit and assist community teams that wanted to apply it in their local settings. From its inception, the consortium was coordinated by the National Center for Research in Vocational Education assisted primarily by the American Institutes for Research and the University of Missouri at Columbia. This monograph highlights some of the progress made by the consortium and fifty-six community teams.

This monograph was written to motivate and provide initial orientation for you and other community leaders who are committed to seeing that comprehensive career guidance programs are established to serve the career planning and development needs of all citizens. The authors hope that this resource will stimulate you, and other leaders, to form new community teams, enhance the efforts of current teams, and help agency staff who manage established career guidance programs.

To help you get started on your community collaborative ventures, this monograph is divided into two parts. Part A, containing four chapters, gives you suggestions for how to plan, implement, and evaluate community collaboration to improve career guidance. Part B presents ten case studies for your review. They illustrate such collaboration so you can pick relevant ideas for your community.

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[1]For brevity, the word agencies is frequently used throughout this monograph to include all community entities such as businesses, industries, labor organizations, educational institutions, government agencies, informal networks for volunteers, and other community sectors.

[2]Similarly, citizens is the term employed to represent the clients or target groups of a program; it includes noncitizens as well.

In Part A, Chapter 1 reviews the thinking underlying community collaboration and the encouragement provided by federal, state, and local legislative statutes and administrative policies. Using graphic models and explanatory narratives, this chapter summarizes the intended program-building process, beginning with a local perspective and evolving into a comprehensive program of national scope. This chapter is intended to help you and your team articulate and, it is hoped, record the reasoning behind your community's collaboration for career guidance improvements before you proceed further.

Chapter 2 turns the focus to additional decisions you will face and for which, perhaps, you may need help. For example, you may struggle with decisions such as: How many team members should be on your team? What should be the mix of the members? What training, if any, will members need? How can you monitor your team's progress toward short-range outcomes and evaluate the extent to which intended "immediate" activities and outcomes actually occur? Information is available for many decision needs such as these. Chapter 2 also describes how such information was collected.

Sample strategies for monitoring and evaluating the efforts of your community team are presented in Chapter 2. The desirability and feasibility of different evaluation designs for determining whether or not community collaboration works in the career guidance field are discussed. Particularly emphasized in this chapter are strategies for measuring your guidance program's impact on: (1) clients' careers/lives and (2) community agencies.

Chapter 3 introduces you to ways other communities made the programmatic decisions presented in Chapter 2. This chapter summarizes available data on the results of community attempts to implement career guidance collaboration. Data on outcomes experienced by teams in several communities are displayed. In addition, common elements from case studies of ten of those local sites are presented for your review. The actual case studies, contained in Part B of this document, summarize team activities, both by these regions and individual communities.

- Northeast

  Attleboro, Massachusetts
  Chenango-Delaware Counties, New York
  Nashua, New Hampshire
  North Windham, Connecticut

- South

  Greensboro, North Carolina

- Midwest

  Flint, Michigan
  Grayslake (Lake County), Illinois

- Northwest

  Nampa, Idaho
  Everett, Washington

- Far West

  Kona, Hawaii

Chapter 4 includes conclusions and recommendations intended to facilitate your future pursuit of community collaboration to improve career guidance for all target populations. To expedite your review of these suggestions, recommendations are grouped and presented for different audiences with which you might be working. Each recommendation is followed by a review of findings that support it, and an outline of steps you might want to consider in order to implement it. Suggestions in this chapter (in fact, throughout the monograph) are based on the observations of consortium staff and team members with whom the consortium worked over a four-year period. Additional information noted in Chapter 4 is drawn from the efforts of leaders who conducted similar nationwide projects. The experiences of these individuals are shared here so that you can identify what has worked and not worked in communities like yours. With this "historical" information, you can enhance favorable local circumstances and events and eliminate, or at least minimize the influence of, unfavorable ones. In this way, collaboration for improved career guidance in your community will operate more effectively than it ever has.

PART A

PLANNING, IMPLEMENTING, AND EVALUATING COMMUNITY COLLABORATION FOR CAREER GUIDANCE

CHAPTER 1

DECIDE IF THE REASONING BEHIND TESTED NATIONWIDE COLLABORATION CAN HELP CAREER GUIDANCE IN YOUR COMMUNITY

In your community it is undoubtedly possible to identify citizens who need and want assistance to better plan and develop their careers and their lives. However, if those individuals are not directly served by one of your community's key agencies, such as a business, an industry, a school, a job-training program, or a college, the necessary assistance probably is not provided. In fact, many of your community's key agencies probably do not have comprehensive and effective career planning and development programs for their own employees, students, or clients.

Community collaboration provides an answer for those citizens whose career needs are not being met. You can begin it by calling a meeting with leaders from three or more of your community's agencies and getting them to discuss the possibility of working cooperatively to establish a career guidance program serving the critical career needs of a particular citizen group. It is hoped that you will be able to encourage this initial interagency collaboration to continue until career guidance improvements are produced, not only in schools, colleges, universities, and training programs, but also in other community and private sector organizations. The collaborating agencies in your community can include businesses and industries, labor organizations, educational institutions, government services, and informal community organizations (e.g., a group of volunteers). You can help their representatives form a community team to identify and assess the career needs of a citizen group and then to plan, support, implement, operate, and evaluate a career guidance program designed to meet these needs.

You will be more confident during your initial steps if you understand some of the legislative and theoretical bases of community collaboration for career guidance. Then, if you and your team members go beyond that understanding to make explicit the rationale or philosophy on which your community's activities will be founded, the theory will have a better chance of being translated into effective communication and planning. The remainder of this chapter provides ideas to help you fashion your team's rationale. The consortium field-tested the concept of community collaboration over a four-year period. The reasoning behind these nationwide efforts is outlined here. Decide which parts of this logic will help your community's programs.

Examine the Legislative Stimulus for Community Collaboration

The impetus for the concept of community collaboration for improving career guidance is found primarily in the Vocational Education Act of 1963,

which as amended in 1968, and further modified by the Education Amendments of 1976 (P.L. 94-482, Title II). Additional enabling language is contributed by other pieces of federal legislation[3] and numerous state statutes that authorize career guidance program improvements and better training of professionals and paraprofessionals in this field.

The U.S. Congress has supported the concept of community collaboration for career guidance purposes. Consider, for example, the Vocational Education Act Amendments incorporated into P.L. 94-482. They recommend community participation in diverse areas, such as cooperating on state and local advisory councils, developing state and local vocational education plans, and implementing comprehensive plans of program improvement through exemplary and innovative projects. Career guidance and counseling programs are perceived as key components of vocational education programs. Although this legislation does not use the words "community collaboration for guidance," they certainly are implied. You might want to review some of these legislative statutes to determine those provisions most relevant to your community.

Analyze a Graphic Model Representing the Logic of Community Collaboration

Graphic models and narratives that explain community collaboration have proven to be effective devices for communicating the rationale and logic on which human service programs are or should be constructed.[4] If you find them helpful, you could develop one or more that fit career guidance possibilities in your community. A very basic form of the logic underlying community collaboration as applied in this monograph is outlined on the next page in Figure 1.

This diagram shows a chronological sequence of outcomes proceeding from left to right. The cause-and-effect relationship between outcomes described in each pair of boxes is indicated by an arrow and its label. The result is a simple linear model representing the ideal form of the intended program-building process, beginning with your local perspective in Box 1 and evolving into outcomes of national scope in Box 7.

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[3]Examples of other federal laws include: The Career Education Incentive Act (P.L. 95-207), Job Training Parnership Act of 1982 (P.L. 97-300), Education of All Handicapped Children Act (P.L. 94-142), Juvenile Justice and Delinquency Prevention Act (P.L. 93-415), and Community Schools and Comprehensive Community Education Act (P.L. 95-561).

[4]J. S. Wholey, Evaluation: Promise and Performance (Washington, DC: The Urban Institute, 1979) and S. M. Jung and J. G. Schubert, Evaluability Assessment: A Two-Year Retrospective (Educational Evaluation and Policy Analysis, in press).

Three levels of outcomes occur:

- Immediate outcomes: These are the short-range, intended effects produced as your community forms a team and team members influence community agencies, organizations, organizations, institutions, and networks the ones they represent). This level of outcomes is represented by Boxes 1 and 2.

- Intermediate outcomes: These intended effects require more time and effort to be produced than do your team's immediate results. At this level, your team investigates career guidance program improvements (Box 3). Then, through indirect interventions (Box 4) and direct interventions your team administers to members of target groups, citizens improve their career planning and development (Box 5).

- Ultimate outcomes: These constitute the long-term intended impacts of community teams dedicated to improving career guidance in their local sites. These are the results (Boxes 6 and 7) achieved through team interventions implemented directly with citizens or indirectly in the environments in which those individuals live.

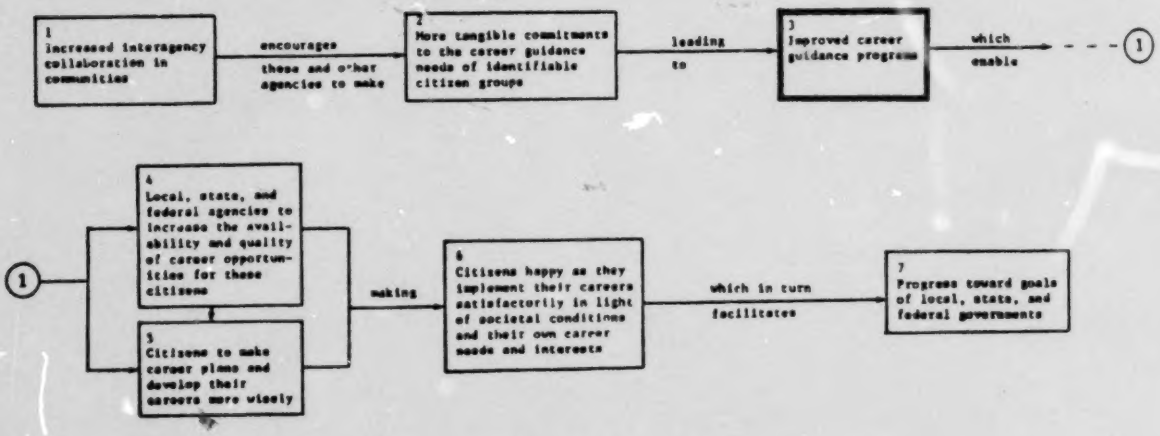

1
Increased interagency collaboration in communities
encourages
those and other agencies to make
2
More tangible commitments to the career guidance needs of identifiable citizen groups
leading
to
3
Improved career guidance programs
which
enable
1
4
Local, state, and federal agencies to increase the availability and quality of career opportunities for these citizens
5
Citizens to make career plans and develop their careers more wisely
making
6
Citizens happy as they implement their careers satisfactorily in light of societal conditions and their own career needs and interests
which in turn
facilitates
7
Progress toward goals of local, state, and federal governments

Figure 1. Basic logic model of nationwide Community Collaboration for Improved Career Guidance.

The model in Figure 1 assumes that if your community team conducts certain activities, it will produce different types and amounts of identifiable outcomes immediately, after a lengthier time period, and in the long-term. Implied by Boxes 1 through 7 is a full range of activities designed to produce the results described in the boxes. Your team's efforts also will produce unexpected effects (positive and negative) that warrant observation and measurement if a comprehensive program evaluation process is to be conducted.

The activities and outcomes portrayed by the basic logic model in Figure 1 can be represented in more detail that will more fully explain the rationale on which community collaboration for career guidance is based. For example, Figure 2 presents a three-page model that expands the basic ideas in Figure 1. If you like more details on models, then Figure 2 illustrates some of the key types of activities and the results they can produce through an expanded explanation of each of the seven boxes in Figure 1.

Figure 3, presented later in this chapter, focuses on the most critical segment (heavy lines) of Figure 1, describing activities that produce intermediate outcomes. The Figure 3 model concentrates on a single community team's activities and results, like yours, whereas the preceding models depict the full scope of a nationwide emphasis on community collaboration for improving career guidance. The remainder of this chapter provides the narrative explanation of each box in the expanded models.

Study the Logic of Community Collaboration

The three models just introduced are oversimplifications of intended practice. The actual national and local processes represented are very complex and have attributes of a spiral, placed horizontally, starting small, drawing in more people and resources, and gradually multiplying their events and influence. These models portray intended activities and results and not necessarily ones that are actually occurring in local sites across the United States. Later in this monograph, illustrations of what is happening in some communities are provided. Both the intended and the actual activities can serve as resource ideas for your community team.

The National Program

This model found in Figure 2 outlines a national thrust for fostering community collaboration promoting local career guidance improvements. Its key segments are discussed as follows.

Factors that have broad effects.

- As individuals and agencies in communities continue to cooperate to improve local career guidance programs, tangible support as well as human and technical resources are solicited from and volunteered by different parts of those communities.

- At the same time, leaders and staff participating in the extended career guidance activities learn to use their available resources more efficiently (Path A) so their areas of impact can be expanded even further.

Figure 2

Expanded Logic Model of Nationwide Community Collaboration for Improved Career Guidance

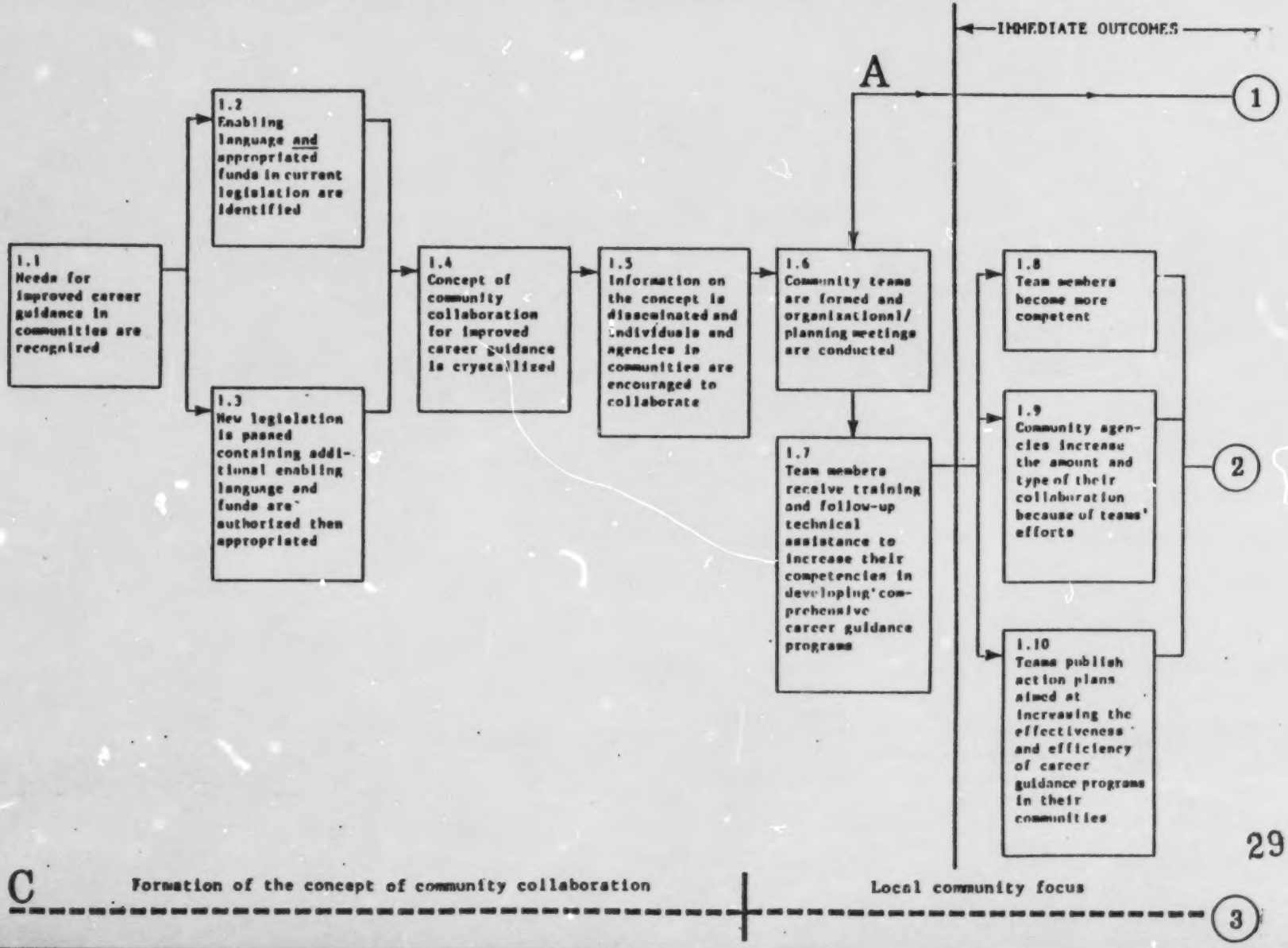

IMMEDIATE OUTCOMES
A
1
1.1 Needs for improved career guidance in communities are recognized
1.2 Enabling language and appropriated funds in current legislation are identified
1.3 New legislation is passed containing additional enabling language and funds are authorized then appropriated
1.4 Concept of community collaboration for improved career guidance is crystallized
1.5 Information on the concept is disseminated and individuals and agencies in communities are encouraged to collaborate
1.6 Community teams are formed and organizational/ planning meetings are conducted
1.7 Team members receive training and follow-up technical assistance to increase their competencies in developing comprehensive career guidance programs
1.8 Team members become more competent
1.9 Community agencies increase the amount and type of their collaboration because of teams' efforts
1.10 Teams publish action plans aimed at increasing the effectiveness and efficiency of career guidance programs in their communities
2
C
Formation of the concept of community collaboration
Local community focus
3

Figure 2 (continued)

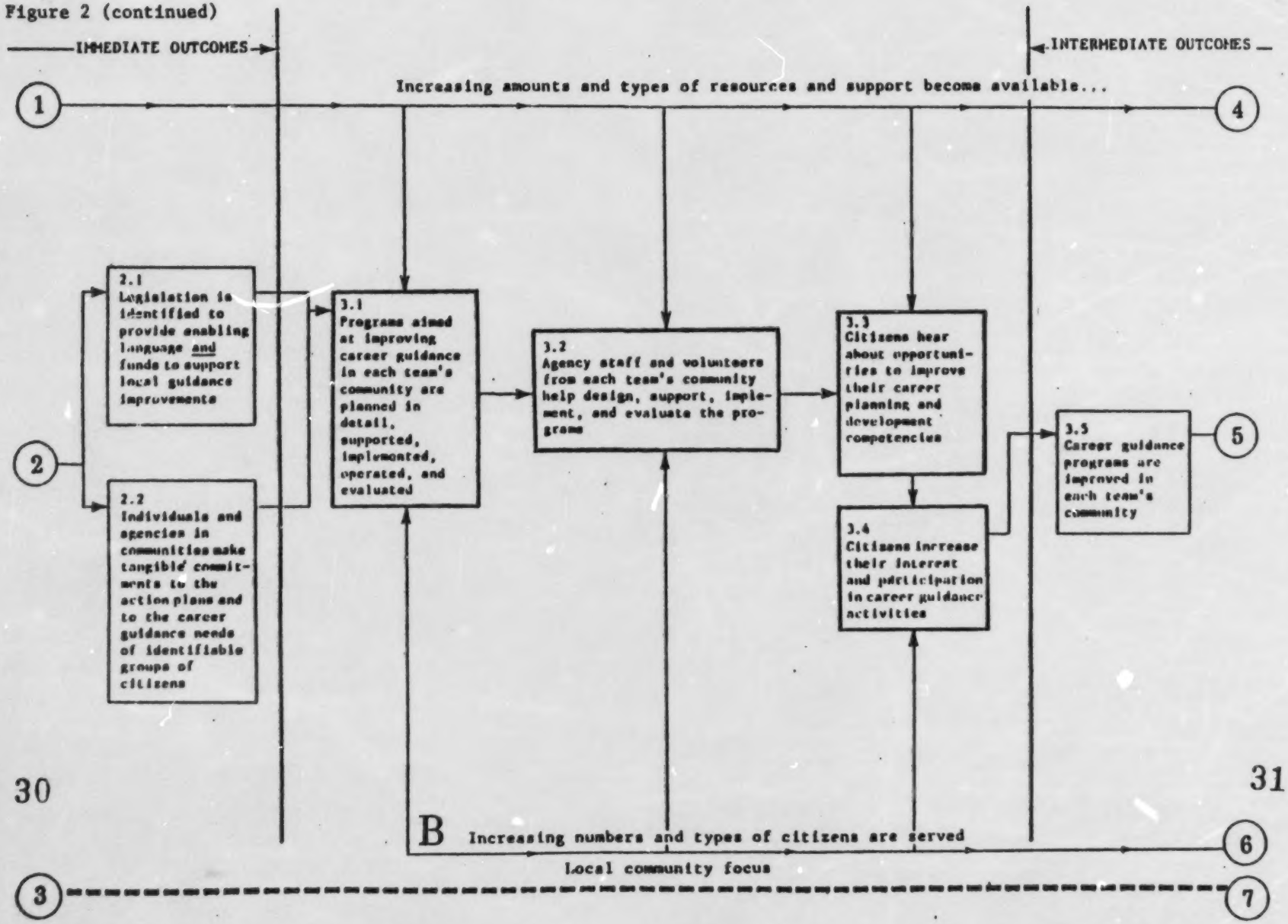
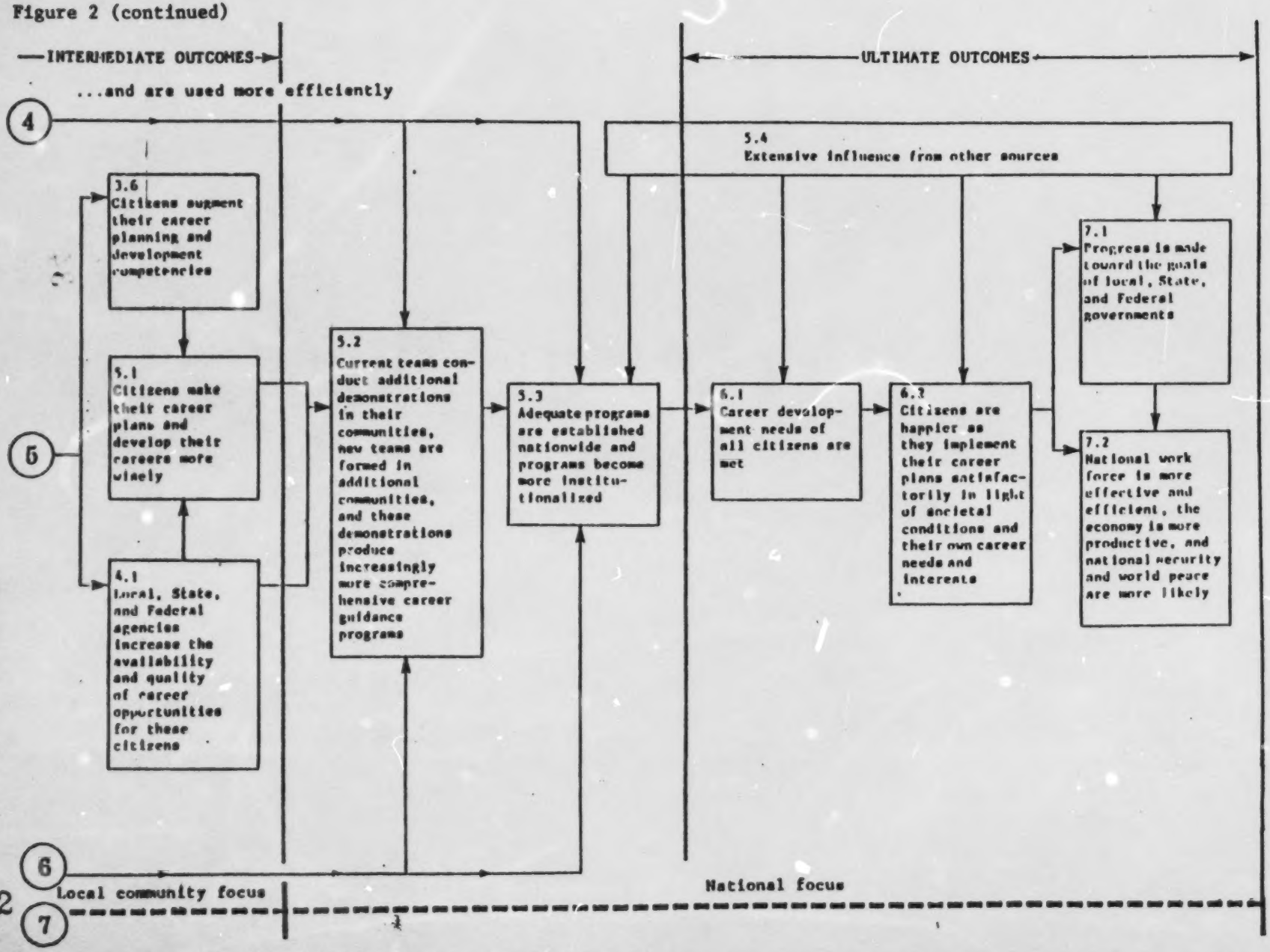

IMMEDIATE OUTCOMES
INTERMEDIATE OUTCOMES
Increasing amounts and types of resources and support become available...
1
2
3
4
5
6
7
2.1 Legislation is identified to provide enabling language and funds to support local guidance improvements
2.2 Individuals and agencies in communities make tangible commitments to the action plans and to the career guidance needs of identifiable groups of citizens
3.1 Programs aimed at improving career guidance in each team's community are planned in detail, supported, implemented, operated, and evaluated
3.2 Agency staff and volunteers from each team's community help design, support, implement, and evaluate the programs
3.3 Citizens hear about opportunities to improve their career planning and development competencies
3.4 Citizens increase their interest and participation in career guidance activities
3.5 Career guidance programs are improved in each team's community
B
Increasing numbers and types of citizens are served
Local community focus

Figure 2 (continued)


INTERMEDIATE OUTCOMES
...and are used more efficiently
ULTIMATE OUTCOMES
4
5
6
7
3.6
Citizens augment their career planning and development competencies
5.1
Citizens make their career plans and develop their careers more wisely
4.1
Local, State, and Federal agencies increase the availability and quality of career opportunities for these citizens
5.2
Current teams conduct additional demonstrations in their communities, new teams are formed in additional communities, and these demonstrations produce increasingly more comprehensive career guidance programs
5.3
Adequate programs are established nationwide and programs become more institutionalized
5.4
Extensive influence from other sources
6.1
Career development needs of all citizens are met
6.3
Citizens are happier as they implement their career plans satisfactorily in light of societal conditions and their own career needs and interests
7.1
Progress is made toward the goals of local, State, and Federal governments
7.2
National work force is more effective and efficient, the economy is more productive, and national security and world peace are more likely
Local community focus
National focus

- In this way career guidance assistance can be offered to and used by more individuals and different types of persons (Path B) than those who were the original target audiences in each community.

Formation of the community collaboration concept.

- Many individuals across the country have recognized that the career planning and development needs of all citizens are not being met (Box 1.1).

- Those needs have been particularly well addressed by many state and federal laws. Such legislation has very explicit career guidance implications, and provides both enabling language defining and supporting the concept of community collaboration and funds (usually authorized but frequently not appropriated by governing bodies) for financing guidance improvements (Box 1.2).

- Similar contributions to this concept can be contained in pending legislation (Box 1.3) frequently resulting from the advocacy efforts of state and national associations committed to the career guidance field (e.g., the American Association for Counseling and Development, the National Vocational Guidance Association, and the Guidance Division of the American Vocational Association).

- The community collaboration concept was introduced (Box 1.4) by the Office of Vocational and Adult Education in the United States Department of Education through a consortium effort headed by the National Center for Research in Vocational Education (National Center). It was assisted by two subcontracting organizations--the American Institutes for Research (AIR) and the University of Missouri at Columbia.

- With federal sponsorship and consultation, this consortium developed and disseminated information on the concept and encouraged communities to get involved in implementing the concept in their local settings (Box 1.5).

Local community focus of this concept.

- Over the past three years, the National Center contacted individuals and agencies that might be willing to initiate career guidance improvements in their communities. In some instances, communities like yours learned about this concept from other sources and then started discussions with the National Center. In all cases, someone like you in each community was encouraged to obtain cooperation from at least three community businesses, industries, labor organizations, educational agencies (not more than one school, college, or training institution in the initial three collaborators), government services, community volunteer groups, and organizations in other community sectors.

- The lead person in each community, just as you could be in yours, conducted preliminary orientation meetings to discuss general guidance needs in the local setting, to establish possible organizational strategies for addressing those needs, and to determine which individuals and agencies from the community were willing to participate as part of a team that would assume responsibility for implementing some of those strategies (Box 1.6). Agencies that committed themselves to this concept were invited to designate representatives as team members. Each team elected a captain to coordinate its activities.

- The National Center Consortium either conducted training workshops for each team captain or the full team using either consortium staff or independent consultants as trainers (Box 1.7).

- The National Center also provided each team with a field site manual and a set of over forty competency-based training modules and support materials that each team could use to provide individual or group learning experiences for its members and other community leaders. These self-contained modules addressed five areas of developing comprehensive career guidance program improvements: planning, supporting, implementing, operating, and evaluating.

- Technical assistance was offered to each team to help team members continue their program activities after their initial training. This consultation was provided by consortium staff and consultants paid by the National Center and the University of Missouri, Columbia.

- The training and follow-up technical support were intended to help each team achieve at least five immediate outcomes (Boxes 1.8 through 2.2). These five outcomes expand those summarized in Boxes 1 and 2 of Figure 1--the first three relate to Box 1, whereas the last two illustrate Box 2:

  - Members of each community team were expected to increase their knowledge, performance skills (e.g., becoming capable of preparing a written plan for local guidance improvements), and positive attitudes related to developing comprehensive career guidance programs and working together as a team (Box 1.8).

  - Through team members' contacts within their communities, it was expected that agencies from all major sectors would cooperate with their local team to improve actual programs (Box 1.9).

  - Each team was to write an action plan (an example format was provided by the National Center) indicating specific activities and a schedule that should be followed in order to make those improvements (Box 1.10).

- Each team was encouraged to identify federal, state, and local legislation, rules, administrative policies, and resources providing support for the guidance improvements it planned (Box 2.1). This activity could help each team document a strong rationale for its action plan plus identify appropriated monies that would help finance the proposed career guidance changes.

- Through its community contacts, each team was to find individuals and agencies that would cooperate and follow through with tangible assistance by providing such things as financial support, facilities, staffing for guidance activities, supplies, equipment, and publicity (Box 2.2).

- The five outcomes above were crucial to each community team's success. If they did not occur the team faltered and sometimes disbanded. However, if they were achieved, the team launched into a set of activities such as those summarized in Boxes 3.1 through 3.4.

- Each team started conducting its guidance improvements (Box 3.1) by: receiving extensive help from community volunteers and employees (Box 3.2), publicizing the availability of improved career guidance assistance for the citizen group on which the team decided to concentrate its initial program (Box 3.3), and encouraging citizens to avail themselves of that assistance (Box 3.4).

- If the "intermediate" activities took place, each community team aimed toward another set of outcomes (Boxes 3.5 and 3.6, 4.1 and 5.1).

  - Each team should be able to determine "indicators" or evidence of actual career guidance changes in its community. By collecting evidence of changes, team members then could conclude that their efforts had significantly improved at least one career guidance program effort (Box 3.5).

  - Most of the citizens who were provided services from their community program became more capable of planning and developing their careers than they were when they started participating (Box 3.6).

  - Because team members worked directly with businesses, industries, and other employing and training agencies and organizations in their communities, opportunities for more and better jobs, education and training programs, and work experience sites should be available for those citizens to consider and perhaps choose (Box 4.1).

  - Not only should those citizens' competencies and their career opportunities increase, these individuals should also act in ways demonstrating that their career plans are being made more wisely and their careers are progressing better than they had up to that point (Box 5.1).

National focus of this concept.

- The final segment of activities and outcomes has not yet occurred and will not happen unless continuing and expanded commitments are made to community collaboration for improving career guidance. To date, developments coordinated by the National Center have stimulated the formation of over fifty community teams and helped initiate projects concerning small parts of a comprehensive career guidance system (e.g., addressing limited types of career needs of a single target group of citizens.

- It is anticipated that at least some of these current teams will successfully achieve their objectives, with a ripple effect occurring. These teams intend to broaden their activities into other components of a comprehensive system, and new teams will be formed in surrounding communities. In this way, more and more communities will operate projects building upon the experiences of existing pilot communities. The goal is for communities and their projects to serve more types of citizen target groups and more types of career needs of those citizens (Box 5.2). As community collabor collaborations gradually become more effective in meeting citizens' career needs, and as they employ their resources more efficiently (Paths A and B), career guidance programs will be installed in more locations across the United States. Ideally, those programs will be integrated into comprehensive systems, will become more accepted and expected by citizens and service providers alike, and will be institutionalized as regular parts of community agencies' budgets, roles, and responsibilities (Box 5.3).

- Impressive long-range outcomes could result if state and nationwide activities are performed and if other vital factors (e.g., the national economy, international peace, and natural disasters) well beyond the control of career guidance programs do not make such progress impossible. More and more citizens could meet their career planning and development needs (Box 6.1) if this were to be achieved. In turn, they could be more productive in their work and other life roles (Box 6.2).

- Productive citizens could facilitate not only progress toward their career goals, but also toward the goals of agencies with which they interact (Box 7.1). The types of national goals that will be fostered are noted in Box 7.2 (e.g., the national work force will be more productive, unemployment rates will be lowered, national security will be enhanced, and the chances of world peace will be increased). Certainly these are noble ultimate outcomes! Perhaps too grandiose? They are, at the same time, goals to which successful community collaboration for career guidance should contribute. Cooperation from many other quarters will be necessary. Career guidance, singly, will not be a sufficient factor--but it will be a necessary one.

A Community Team's Program

The model portrayed in Figure 3 on the next two pages provides a closer look at four sets of activities outlined in the Figure 2 model and highlights them for a single team. Figure 3 takes each of those four boxes and identifies example activities that your team could perform and "suboutcomes" that could be produced.

Local team activities.

- Ten boxes in the first segment of Figure 3 illustrate phases through which your community team might evolve during the initial stage of its life after it has been formed and its members trained. These phases begin with your team getting organized and end with it well on the way to presenting new career guidance resources to citizens in your community. Probably no other team will proceed through exactly the same phases or in the same manner as will your team. However, the ten boxes represent frequently used activities for most teams.

- After participating in their initial training sessions, your team members could establish a communication network and a process for accomplishing tasks (Box 3.1.1). As team members concentrate on their immediate tasks, they could discuss and record the philosophy, logic, and general goals of the career guidance program they want to develop in your community (Box 3.1.2). Important elements of any team's statement of its program rationale are (1) detailed descriptions of the characteristics (e.g., population size, average age, ethnic group membership, current career development competencies) of its potential program participants (Box 3.1.3) and (2) evidence of the career development needs of that target group (Box 3.1.4). Needs assessment strategies can range from using available data or summary reports to collecting information directly from a sample of the citizen group. Having solid needs assessment data could enable your team to refine its program goals and write measurable objectives, specifying what participants can achieve by participating in the proposed program (Box 3.1.5).

- Then, your team could creatively design objective-specific activities for program participants (Box 3.1.6). Those details could be used to update the action plan your team drafted during its initial training workshop (Box 3.1.7).

- At this point, your team could be ready to implement its action plan. That will require extensive assistance from individuals, agencies, and other organizations in your community (Box 3.1.8). You could find help from local, state, and federal legislative provisions, as was discussed earlier in this monograph. Your greatest need will be for people who are willing and able to conduct program activities. Community volunteers and staff from businesses, industries, labor organizations, educational institutions,

Figure 3

Expanded Logic Model of Local Community Collaboration for Improved Career Guidance

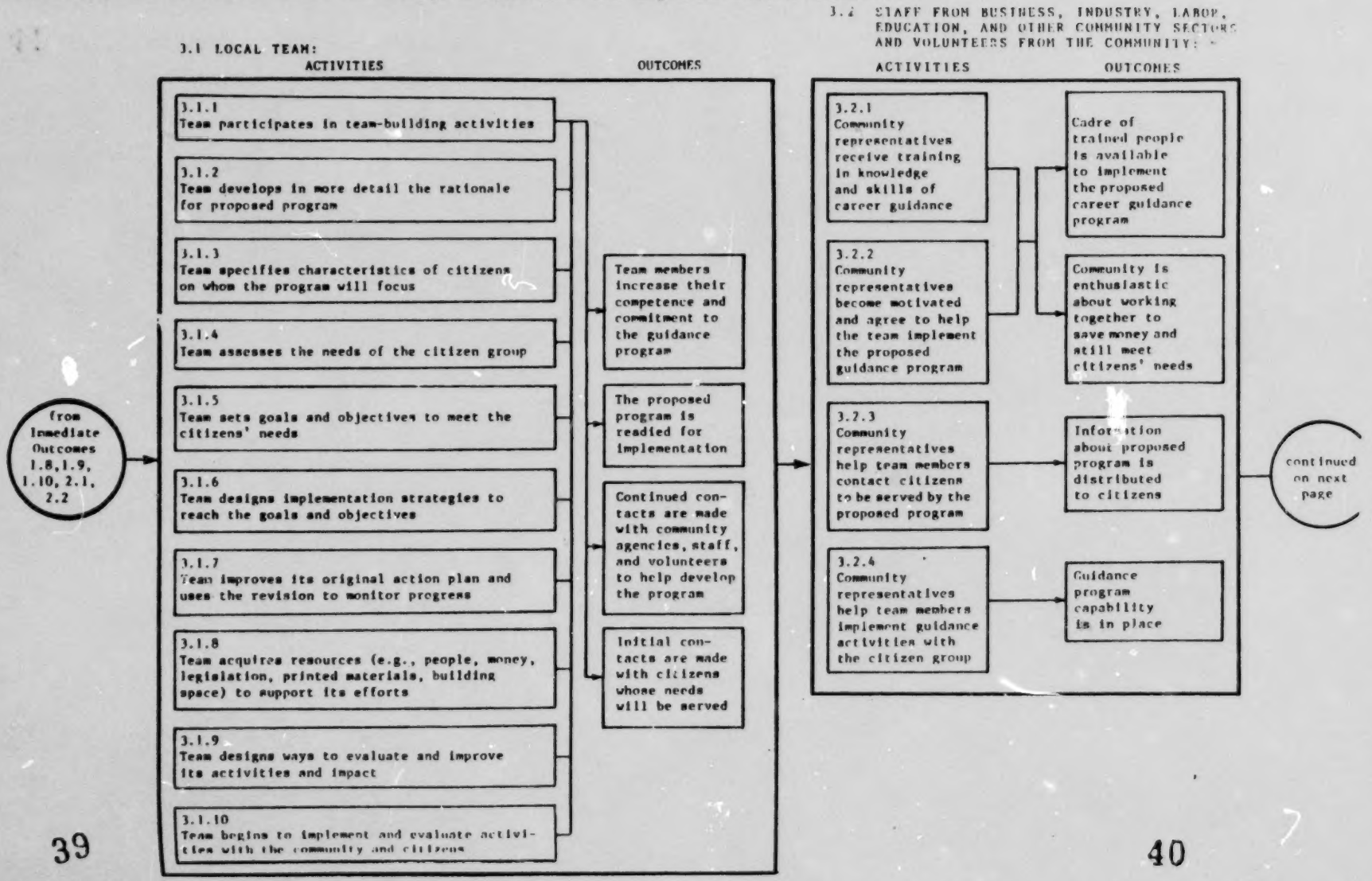
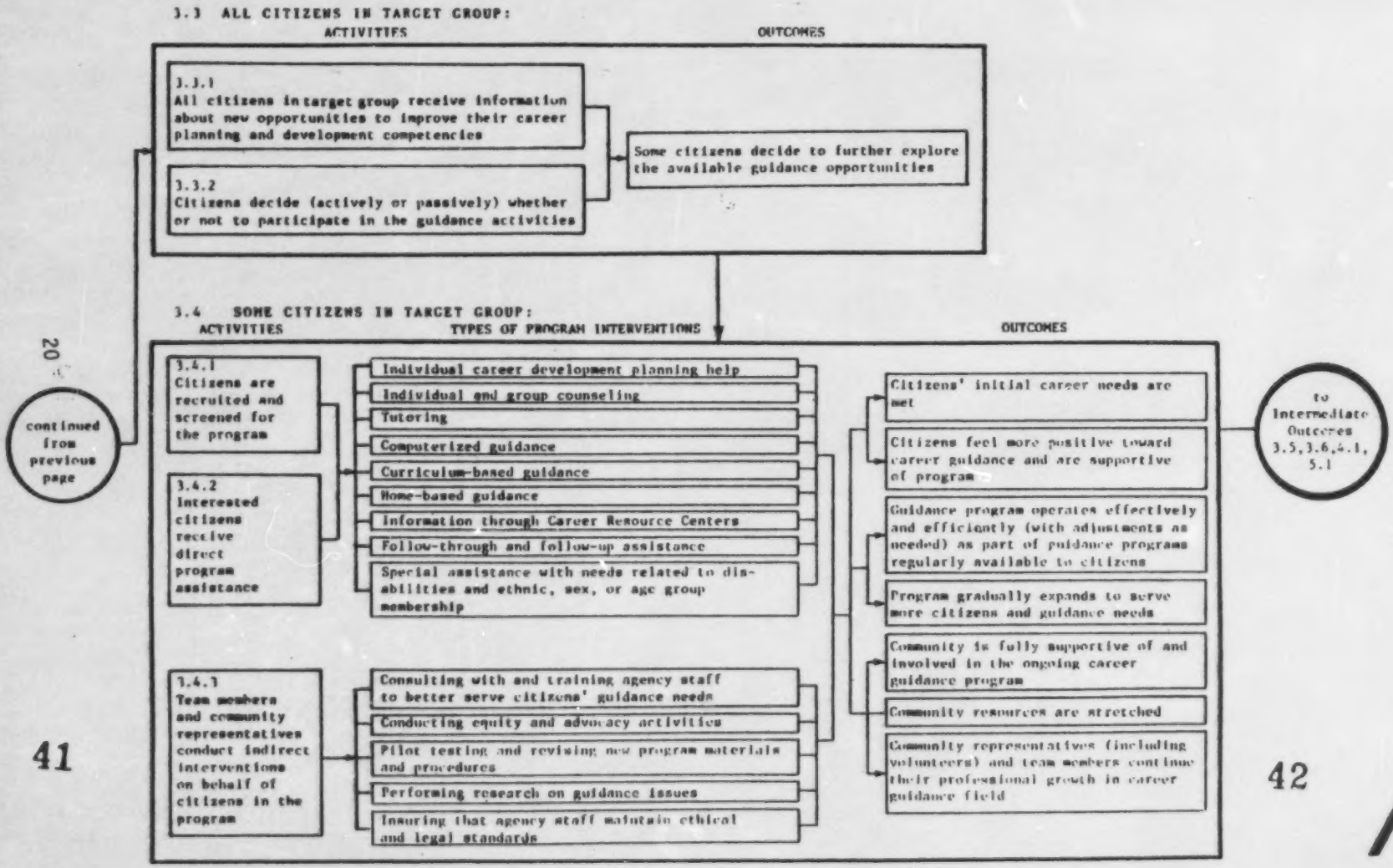

3.1 LOCAL TEAM:
ACTIVITIES
OUTCOMES
3.1.1 Team participates in team-building activities
3.1.2 Team develops in more detail the rationale for proposed program
3.1.3 Team specifies characteristics of citizens on whom the program will focus
3.1.4 Team assesses the needs of the citizen group
3.1.5 Team sets goals and objectives to meet the citizens' needs
3.1.6 Team designs implementation strategies to reach the goals and objectives
3.1.7 Team improves its original action plan and uses the revision to monitor progress
3.1.8 Team acquires resources (e.g., people, money, legislation, printed materials, building space) to support its efforts
3.1.9 Team designs ways to evaluate and improve its activities and impact
3.1.10 Team begins to implement and evaluate activities with the community and citizens
Team members increase their competence and commitment to the guidance program
The proposed program is readied for implementation
Continued contacts are made with community agencies, staff, and volunteers to help develop the program
Initial contacts are made with citizens whose needs will be served
from Immediate Outcomes 1.8, 1.9, 1.10, 2.1, 2.2
3.2 STAFF FROM BUSINESS, INDUSTRY, LABOR, EDUCATION, AND OTHER COMMUNITY SECTORS AND VOLUNTEERS FROM THE COMMUNITY:
ACTIVITIES
OUTCOMES
3.2.1 Community representatives receive training in knowledge and skills of career guidance
3.2.2 Community representatives become motivated and agree to help the team implement the proposed guidance program
3.2.3 Community representatives help team members contact citizens to be served by the proposed program
3.2.4 Community representatives help team members implement guidance activities with the citizen group
Cadre of trained people is available to implement the proposed career guidance program
Community is enthusiastic about working together to save money and still meet citizens' needs
Information about proposed program is distributed to citizens
Guidance program capability is in place
continued on next page

Figure 3 (continued)


3.3 ALL CITIZENS IN TARGET GROUP:
ACTIVITIES
OUTCOMES
3.3.1
All citizens in target group receive information about new opportunities to improve their career planning and development competencies
3.3.2
Citizens decide (actively or passively) whether or not to participate in the guidance activities
Some citizens decide to further explore the available guidance opportunities
3.4 SOME CITIZENS IN TARGET GROUP:
ACTIVITIES
TYPES OF PROGRAM INTERVENTIONS
OUTCOMES
20
continued from previous page
3.4.1
Citizens are recruited and screened for the program
3.4.2
Interested citizens receive direct program assistance
Individual career development planning help
Individual and group counseling
Tutoring
Computerized guidance
Curriculum-based guidance
Home-based guidance
Information through Career Resource Centers
Follow-through and follow-up assistance
Special assistance with needs related to disabilities and ethnic, sex, or age group membership
3.4.3
Team members and community representatives conduct indirect interventions on behalf of citizens in the program
Consulting with and training agency staff to better serve citizens' guidance needs
Conducting equity and advocacy activities
Pilot testing and revising new program materials and procedures
Performing research on guidance issues
Insuring that agency staff maintain ethical and legal standards
Citizens' initial career needs are met
Citizens feel more positive toward career guidance and are supportive of program
Guidance program operates effectively and efficiently (with adjustments as needed) as part of guidance programs regularly available to citizens
Program gradually expands to serve more citizens and guidance needs
Community is fully supportive of and involved in the ongoing career guidance program
Community resources are stretched
Community representatives (including volunteers) and team members continue their professional growth in career guidance field
to Intermediate Outcomes 3.5, 3.6, 4.1, 5.1

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government services, and other community sectors will be vital to the success of your team's program. Your team members cannot (and really should not) design, conduct, and evaluate their programs alone.

- At this point, your team will refine its preliminary ideas for evaluating the quality and impact of its implementation activities (Box 3.1.9). Evaluation instruments and procedures would be drafted, pilot-tested, revised, and reproduced for use.

- Finally, your team will select the site or sites in which it will implement its career guidance activities, start contacting citizens to see if they wish to participate in the program, and initiate evaluation procedures to ensure that the program is monitored and its effects are assessed (Box 3.1.10).

- Having performed all the tasks summarized in the ten boxes, your community's team members should have achieved the four sub-outcomes listed in this first segment of Figure 3.

Community staff and volunteer activities.

- This second segment of the Figure 3 model goes beyond what your team members do and focuses on tasks that must be performed by the people who are assigned or volunteer to help your team implement improved career guidance programs. Just as your team members received training to equip them to perform their responsibilities, these additional community representatives must be helped to (1) gain the competencies they need in order to present program activities (Box 3.2.1) and (2) increase their commitment and willingness to participate in the program as long as they are needed (Box 3.2.2).

  If these two activities are conducted successfully, your team then will have a cadre of trained and motivated community representatives, and, it is hoped that word about the potential benefits of the proposed career guidance program will have spread throughout your community beyond this expanded team. Such ripple effects can be helpful as your team members inform the target group of citizens about the new career guidance pro-gram (Box 3.2.3) and begin to implement the program activities with interested citizens (Box 3.2.4).

- At the end of the second segment of Figure 3, the first phase of your team's career guidance program should be fully in place: the community will support the program, and all resources necessary to operate it will be available.

Prospective participant activities.

- The results of the activities in these two boxes (in the third section of Figure 3) determine whether anyone will participate in

your community's new career guidance program. Your team can conduct impressive information dissemination activities, but if those citizens whose career needs are addressed by the program do not receive and attend to the information as well as become interested enough to explore further (Box 3.3.1), they will not seriously consider participating in it (Box 3.3.2). Ideally, a large group of potential participants, with a strong desire to obtain more information and to consider participating, will contact your team members, program staff, and volunteers.

Participant activities.

- This final segment of the intermediate activities outlined in Figure 3 focuses on citizens' making decisions to receive career guidance assistance through your program and getting help either because of steps they take or actions people initiate for them. Citizens begin this set of activities (Box 3.4.1) by requesting and receiving more information and encouragement. Then, they decide to (1) sign up, (2) pursue other types of community assistance more appropriate to their immediate needs, or (3) do nothing.

- Those citizens in the first category receive either one or both of two types of assistance from your team's program. Through the direct interventions of team members, staff, and volunteers, they perform appropriate tasks and obtain help to resolve their career needs (Box 3.4.2). Nine examples of such interventions are listed in Figure 3.

- Through indirect interventions, your program's cadre of "helpers" could serve as community advocates for program recipients by initiating institutional changes that will remove obstacles blocking citizens from meeting their career needs (Box 3.4.3). Five such indirect interventions are listed as examples in the Figure 3 model.

- If this final segment of activities is successful, several outcomes are experienced by your program participants (they enjoy their participation and their initial career needs are met), program providers (they enjoy helping and growing in the program), program staff (it meets citizens' needs and gradually becomes more efficient while expanding its sphere of influence), and community (it becomes more enthusiastic and offers more support to the program).

It is on those benefits and the preliminary ones, displayed as intermediate outcomes in the Figure 2 model, that the remainder of this monograph concentrates. Chapter 3 goes into more detail on some of the next series of decisions you will have to make. That chapter also outlines some strategies you can employ for monitoring your team's activities and for evaluating the degree to which outcomes such as those summarized above are produced.

CHAPTER 2

SELECT OTHER DECISIONS WITH WHICH YOUR COMMUNITY'S COLLABORATION WILL NEED HELP

One of the assets of models, such as those introduced in Chapter 1, is that they indicate major activities that must be conducted in any human service program. In addition, they list the types of results that those activities are intended to produce at various stages of a program's history. Adapted to your local conditions, they provide a "map" to help you chart decisions you must make and steps you must take to promote collaborative activities to improve career guidance in your community.

Going a little further, by providing these details, simplified linear models point out the extensive types and numbers of activities and outcomes that should be monitored and assessed. Also, they accentuate the irrationality of your evaluating long-term impacts of your program without first determining whether activities and results predicted to be important contributors to later outcomes have, in reality, taken place first. Yet many human service programs are prematurely judged only on their ability to produce difficult, long-maturing, ultimate outcomes, such as those listed in the model in Figure 2. It is important that you and your team colleagues think about evaluation early in the development of your career guidance program. On the other hand, it is also essential that you resist the temptation of addressing inappropriate monitoring and evaluating decision needs at that early stage.

Chapter 1 directed your attention to other early decisions you and your community's team should make. Those decisions entailed: making explicit the rationale and logic on which your community collaborative activities will be based; determining whether or not that rationale will be recorded; and, if so, picking the recording format that will be employed. Here in Chapter 2, you are asked to consider some of your next decision needs. As noted above, one of the additional decisions that you should entertain at this stage is how to monitor your team's progress and evaluate its impact. Other decision needs include determining the following:

- The size and composition of your team
- Your team's training needs
- Ways of assessing the impact of any training that is conducted
- The importance of a written plan for what your team will do and accomplish

- Ways of judging the quality of any plan that is produced

- Strategies for monitoring and evaluating your team's initial progress

This chapter combines the above decisions into five groups and outlines how the National Center's Consortium collected information on which to base its decisions in each group. If you decide that some or all of these decisions are ones with which your community may need help, search this chapter for strategies that will help you get information for each of your decision needs.

Chapter 3 provides you with another resource. It summarizes data the consortium staff gathered from fifty-six community teams over a four-year period. Findings relevant to each of the following five groups of decision needs are reported in that chapter.

Example of Decision Needs

As shown in Figure 4, two segments of the model in Figure 2 are presented. Those illustrate the immediate and intermediate outcomes that should be monitored and evaluated during your community team's first years of existence. Even the small segment of a community team's outcomes that are portrayed in Figure 4 raises numerous decision needs. For the fifty-six teams with which it worked, consortium staff categorized those needs into the following five groups:

- Did community teams get formed and then organize themselves sufficiently to conduct training activities for their members?

  Note: An answer to this decision need will provide you with a partial response to issues embedded in Box 1.8 in Figure 4.

- What was the immediate impact of the training teams received?

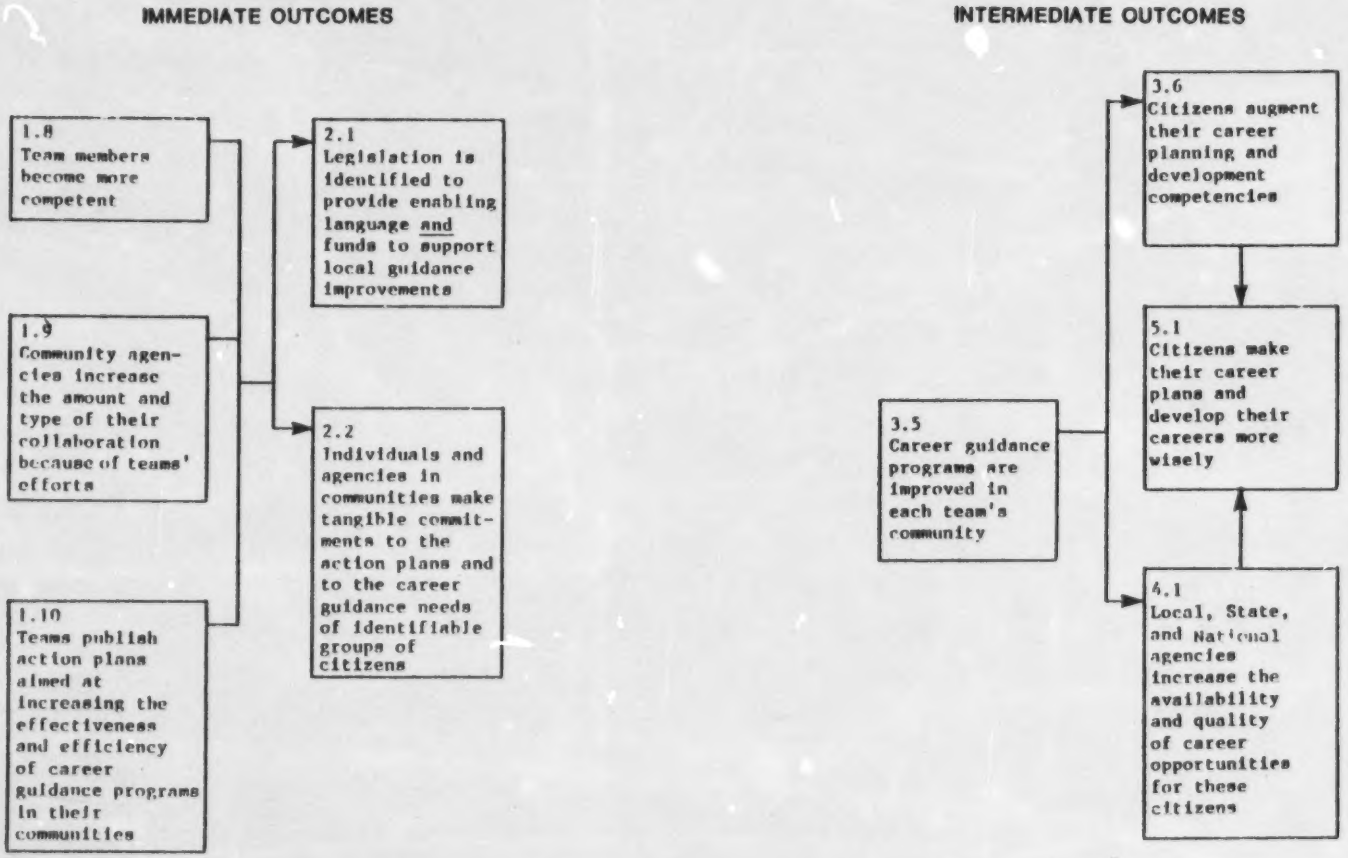
  Note: If this decision need is addressed, you can discuss issues fundamental to Box 1.8. Most important of all, you can make decisions about the degree to which your team members' competencies changed as a result of the training they received.

- How desirable and feasible were community teams' action plans?

  Note: Related to Box 1.10, this decision need stresses the importance of evaluating the comprehensiveness, desirability, and feasibility of your team's action plan. Also reviewed here can be the quality of your team's planning process.

Figure 4

.Excerpt of Logic Model Showing Immediate and Intermediate Outcomes of Community Collaboration for Improved Career Guidance


IMMEDIATE OUTCOMES
INTERMEDIATE OUTCOMES
1.8 Team members become more competent
1.9 Community agencies increase the amount and type of their collaboration because of teams' efforts
1.10 Teams publish action plans aimed at increasing the effectiveness and efficiency of career guidance programs in their communities
2.1 Legislation is identified to provide enabling language and funds to support local guidance improvements
2.2 Individuals and agencies in communities make tangible commitments to the action plans and to the career guidance needs of identifiable groups of citizens
3.5 Career guidance programs are improved in each team's community
3.6 Citizens augment their career planning and development competencies
4.1 Local, State, and National agencies increase the availability and quality of career opportunities for these citizens
5.1 Citizens make their career plans and develop their careers more wisely

- How much progress did community teams make for at least twelve months after they were organized and trained?

  Note: This decision need raises some of the monitoring and evaluating issues entailed in the remaining immediate outcomes identified in Figure 4 (Boxes 1.9, 2.1, and 2.2), and calls attention to all of the intermediate outcomes (Boxes 3.5, 3.6, 4.1, and 5.1). Information collected in response to this need will help you and your team members, trainers, and other observers to make decisions about: (1) the degree to which your team implements its plan for career guidance program improvements in your community, (2) the effects those changes have on the careers of people who receive the improved career guidance program, (3) the ways community agencies are influenced, and (4) the extent to which these improvements may be attributed to your team's efforts.

- Did the community teams progress sufficiently to warrant case studies of their efforts and results?

  Note: A written case study describing the characteristics and activities of your team, if it makes significant progress, can facilitate informed conclusions and recommendations about the nature of community teams that are designed to improve local career guidance programs.

The remainder of this chapter outlines designs and strategies for gathering information on which the aforementioned decision needs may be addressed. It also briefly discusses the type of evaluation design that can provide the best evidence of your team's impact on citizens and agencies in your community.

Example Assessment Designs and Strategies

The following topics repeat each of the above five decision needs and present at least one example strategy that you can employ to collect information to help you make each type of decision. The final topic of this chapter discusses alternative designs for evaluating the impact of your team.

Decision No. 1: Did Community Teams Get Formed and Then Organize Themselves Sufficiently to Schedule Training Activities for Their Members?

A simple response to this decision need can be provided by determining the extent to which your team conducts formal training activities. A team member characteristics sheet can be completed by each training participant. In this way, information on important characteristics (such as educational

background, ethnic group membership, current job, etc.) can be available to analyze your team's composition and relate those factors to the progress it makes.

Decision No. 2: What Was the Immediate Impact of the Training Teams Received?

For this decision need, you can make extensive measures of the impact of the training on your team members' competencies (i.e., knowledge, attitudes, and performance skills). A simple but subjective approach entails asking each team member to complete a competency survey for local implementation teams (pretest) prior to the start of training activities. This survey can provide baseline data on (1) team members' assessments of their levels of competence related to tasks required for career guidance program implementation and (2) their reports of past performance related to those competencies.

Then, if a competency survey (posttest) is completed by each team member after the training activities, observers will have data to allow comparisons with team members' pretest responses. For these two instruments, your trainees can rate their competence and past performance levels on each program implementation task. The four-point scales shown in Table 1 may be employed for each item to which a team member responds. When the data for each item are tabulated, the four points summarized in Table 1 can be assigned numerical scores of 1, 2, 3, and 4, respectively. Average pre- and post-ratings may be obtained by dividing the total score on each item by the total number of team members who complete both self-assessments. Change scores, the difference between the average pre-and post-ratings, may then be calculated.

Decision No. 3: How Desirable and Feasible Were Community Teams' Action Plans?

Once your team produces a written action plan, you can analyze that document to produce information pertinent to this decision need. To standardize the review and analysis process, a checklist for assessing local guidance program implementation plans and teams can be completed by a reviewer who responds by judging your team's action plan to be certain it is comprehensive, desirable, and feasible. Criteria such as those listed in Figure 5 can be addressed in the content analysis of your plan.

Decision No. 4: How Much Progress Did Community Teams Make for at Least Twelve Months After They Were Organized and Trained?

This decision need is so important and requires such a broad range of evidence in order to substantiate your team's progress that it warrants collecting data from several sources to answer it. The following methods are among the possible ones. The implementation of these three data collection methods with teams that worked with the National Center Consortium is reviewed in Chapter 3.

TABLE 1

COMPETENCE/PERFORMANCE RATING SCALES

For each statement that follows: (1) assess your present competence and (2) indicate how often you have sucessfully performed that competency. For each competency statement, circle one letter and one number.

YOUR COMPETENCE	YOUR PERFORMANCE
Assess your present knowledge, attitude, or skill in terms of this competency statement.	Assess your past performance related to each competency.
a. Exceptionally competent; my capabilities are developed sufficiently to teach this competency to other people	3 Have successfully performed this competency three or more times
b. Very competent; possess most of the requirements but can't teach the competency to other people	2 Have successfully performed this competency twice
c. Minimally competent, have few requirements for this competency	1 Have successfully performed this competency once
d. Not competent in performing this competency	0 Have never sucessfully performed this competency

1. Your written plan contains at least the following elements pertaining to career deciders:

   - Summary. An overview paragraph presents an understandable description of the program being planned.

   - Target group. Your client group is defined in sufficient detail to indicate who will and will not be served by the program.

   - Needs assessment. Specific evidence of need for the program is reported, or plans to collect such evidence are listed.

   - Client goals. At least two goals that your program will help clients achieve are listed.

   - Client objectives. At least four objectives that your program will help clients achieve are provided (two objectives for each of at least two goals). Each objective relates plausibly to its goal, describes what clients will be able to do after completing the program, and mentions a standard of achievement.

   - Client activities. At least eight appropriate activities for clients are provided (two for each of two goals). An appropriate activity: (1) relates logically to its objective, (2) describes learning experiences for clients, (3) is well structured and easy to follow, (4) motivates clients to learn, and is economically feasible given the financial resources of the program.

   - Evaluation of client development. At least two evaluation strategies that are adequate to assess achievement of client objectives are provided. Adequate evaluation strategies provide for collecting baseline information as well as for collecting data at program completion so that progress made by clients can be demonstrated. Adequate evaluation strategies explain and allow for documentation of the standards of achievement mentioned in the objectives.

   - Resources. Necessary resources and a reasonable cost estimate for each resource are listed for each of at least four client objectives (two objectives for each of two goals). Necessary resources comprise a comprehensive (but general) list of the physical elements required to assist clients to achieve each objective. A reasonable cost estimate is one that is sufficiently large (but no larger) to acquire each necessary resource.

Figure 5. Criteria for assessing your team and its implementation plan for a local guidance program.

2. Your written plan demonstrates that your community team is proposing five types of tasks: program planning, supporting, implementing, operating, and evaluating. Your team's ideas for each type of activity may be assessed using the following three standards:

   - Comprehensiveness. At least one team goal is included. Necessary and sufficient objectives and activities are listed so that each goal will be achieved when plans are carried out.

   - Completeness. An evaluation strategy is given for each team objective. All activities listed for each objective describe person responsible, resources needed, cost (amount and source), timeline.

   - Adequacy. Goals, objectives, activities, personnel assignments, cost estimates, evaluation strategies, and timelines are understandable, well structured, plausible, and logically sequenced.

3. The quality of your written plan, in total, may be judged on the following three general criteria:

   - Desirability. The percentage of your team's plan that seems worthwhile, given current needs and conditions in your community.

   - Feasibility. The percentage of your team's plan that seems feasible to implement, given current and anticipated resources in your community.

   - Impact potential. The probability that your team and its plan (if it is implemented) will produce the expected impact on the careers and lives of its target group(s).

4. Your community team demonstrates the following features:

   - Morale. Your team members show strong enthusiasm for the goals and activities they have assigned themselves.

   - Cohesiveness. Your team is a well-knit unit with all members contributing.

   - Leadership. A team leader has emerged and is showing strong leadership.

   - Task assignments. Your team shows that it has a well-defined role, and responsibilities are clearly assigned and assumed.

Figure 5, continued

First, for the purpose of periodically monitoring your team's activities, a reporting form is completed every other month after the team's formal training is completed. In this form, a brief report can be prepared regarding your team activities, number of persons contacted, effects, significant achievements, and problems. These data enable an analysis and summary of trends in the implementation of your team's plan.

Second, an instrument entitled "Evidence of Achievement of Team Objectives" can be used by independent reviewers to summarize their ratings of the extent to which your team is attaining its goals and objectives. Statements of your team's purposes, as outlined in its action plan and profile summary, can be employed in this rating process.

Third, a telephone interview questionnaire can be completed by an independent interviewer during telephone interviews with selected team members after formal training is conducted. This approach provides data on your team members' reactions to (1) changes made by agencies and their staffs as a result of team activities; and (2) effects these changes have on the career aspirations, choices, and actions of citizens served by the program your team develops.

For example, after an agency change is produced, is some type of staff intervention with citizens required to encourage their taking advantage of the newly opened options, or is awareness of the agency change sufficient? Also, do the agency changes and subsequent citizen participation in new options result in the positive career behaviors envisioned by your team?

During telephone interviews, actual indications of ongoing team impact on agencies and citizens can be requested. When examples of team impact are provided, your team members can be asked to describe actual critical incidents documenting that their team, indeed, is accomplishing its objectives. To document actual incidents of successful (or unsuccessful) team efforts, interviewees may be encouraged to respond to such questions as the following:

- What were the circumstances in which this incident occurred? How and when did it come to your attention?
- Why does it represent a significant effort at improving career guidance programs?
- What type(s) of community agency (agencies) was involved?
- What did you or your agency do?
- Why do you feel the effort was successful or unsuccessful?

After incidents are described, copies of tangible evidence of team impact can be sought. For example, copies can be requested of study reports, memoranda of understanding, budget modifications, and summaries of data collected from local evaluation procedure.

Team members conducting telephone interviews might ask about the following types of impact to jog interviewees' memories:

- The extent to which staff from business, industry, labor, education, government, and other community sectors acquired skills and knowledge for improving career guidance programs. For example, agency staff used training modules to increase their competencies, or staff showed increased awareness of clients' career planning and development needs and of community resources.

- The extent to which staff from business, industry, labor, education, government, and other community sectors were motivated to develop and deliver improved career guidance programs. For example, there were staff-to-staff exchanges between community educational systems and agencies in the job-providing sector. Or paid, short-term employment opportunities were provided for staff from the community educational systems to function in an agency in the job-providing sector.

- The extent to which staff from business and industry, labor, education, government, and other community sectors were involved in activities supportive of improved career guidance programs. For example, they made presentations to other groups about the community-collaborative guidance programs. Or they helped develop newspaper articles and television or radio news items publicizing career guidance programs.

On the other hand, if your interviewees are asked for examples of team impact on citizens, the following can be shared:

- The extent to which citizens were provided with opportunities to acquire career planning and development competencies. For example, local advisory or policy groups have prepared statements supporting improved career guidance programs. Or, legislation supporting improved career guidance programs has been influenced by the team or agencies with which it has worked.

- The extent to which citizens' interest and participation in career guidance programs were increased. For example, citizens made contacts with counselors for the purpose of career exploration and decision making. Or, they used a variety of materials available in career counseling libraries and centers.

- The extent to which citizens' career planning and development competencies were increased. For example, citizens employed specific exploratory behaviors for seeking answers to questions about the probable consequences of different career alternatives. Or, they formed a tentative plan of action to prepare for a particular career option.

- The extent to which quality career opportunities for citizens were increased. For example, more citizens successfully changed their jobs and provided evidence that their new jobs were fulfilling their needs. Or, other citizens demonstrated different types of constructive changes in their careers.

Decision No. 5: Did the Community Teams Progress Sufficiently to Warrant Case Studies of Their Efforts and Results?

Evidence collected through on-site observations and all of the preceding approaches can be integrated to determine whether your team is progressing well enough on its action plan to warrant documenting its activities and success and disseminating that information. A brief case study can serve this purpose by providing prospective team leaders in other communities with practical illustrations of local team interventions that work, as well as frequent obstacles that must be surmounted. A case study nomination rating scale eliciting four-point ratings on the twelve following criteria can help you determine if your team is worthy of this special attention:

- Multiagency participation
- Collaboration across agencies
- Community leadership
- Impact on community
- Part of comprehensive career guidance program
- Use of needs assessment data
- Implementation of career guidance interventions
- Impact on clients
- Use of resources
- Willingness to be a case study
- Continuation of efforts
- Contribution of this project

Part B contains ten case studies that were selected by using the above criteria. Commonalities among these case studies are discussed in Chapters 3 and 4 (which precede Part B).

The critical need stemming from the fourth and fifth decisions is for information about the community and citizen benefits that can be attributed to your team's endeavors. The most systematic and objective way of meeting that need requires (1) identifying a comparable team or group that does not receive special help, such as initial workshop training and follow-up technical assistance; and (2) intermittently collecting evaluation data on the progress of the two teams or groups.

A recommended way of implementing this situation approach requires a quasi-experimental study employing a control group, time series design.[1] This design may be diagrammed as shown in Figure 6.

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[1] D.T. Campbell and J.C. Stanley, "Experimental and Quasi-experimental Designs for Research Teaching," in Handbook of Research on Teaching, ed. N.L. Gage. (Chicago: Rand-McNally, 1963), 171-246.

Pilot Team (team receiving special assistance)	O_1	X	O_2 (Immediate Post-workshop)	O_3 (4 Months Post-workshop)	O_4 (8 Months Post-workshop)	O_5 (12 Months Post-workshop)
Alternate Team (team receiving no special assistance)	O_1		O_2	O_3	O_4	O_5

Figure 6. Diagram of quasi-experimental study

In Figure 6, "X" represents the treatment (e.g., workshop and follow-up consultation from staff and consultants of the National Center consortium), whereas "O" represents an observation (e.g., the administration of a data collection instrument) either before the treatment (01); immediately at the end of the period, (for example, after the workshop) (02); or fairly regularly over a one-year period (for example) after the workshop (03), (04), and (05) at four-month intervals). The multiple observations enable decisions about the stability and overtime of posttreatment effects. The use of an alternate team (control group) will enable decisions to be made about whether or not the treatment is really necessary to promote those posttreatment effects. By conducting this type of quasi-experimental design, team members and reviewers can derive clear-cut conclusions about the influence of the treatment. With this design, it is possible to separate those impacts from ones produced by ongoing career guidance activities--ones that existed before the pilot team was formed.

For various reasons, it is rarely possible to use a true experimental randomized, pretest-posttest control group design. There may not be enough persons available to construct two sets of comparable teams. This is what happened with all community teams that participated in the National Center Consortium. Only limited numbers of teams could be identified, and all of them had to be designated as pilot teams. Therefore, data reported later in Chapter 3 were gathered using a time series design, but without a control group.

Even if alternate teams are available, it may not be possible to collect all the needed data from nonparticipants, who have no incentive to cooperate with the evaluators. Under such circumstances, compromises are necessary.

For example, the evaluation design may have to use a nonrandomly selected group of nonparticipants, chosen by their willingness to cooperate. If so, an effort should be made to provide evidence (by comparing the pretest performance of the two teams) showing that the two groups are not inherently different. Although approximations may be possible and can be considered, it may be difficult to argue that differences between the two teams are due to the training and special assistance they received rather than to other "contaminating" variables. The strength of the inference depends directly on the strength of the evidence provided.

Chapter 3 illustrates the evaluation of selected immediate and intermediate outcomes by (1) presenting data on the extent to which community teams made progress and (2) introducing case studies of ten of those local sites.

CHAPTER 3

PLAN YOUR COMMUNITY'S ACTIVITIES BY BUILDING ON THE EXPERIENCES OF OTHERS

The preceding chapter's purpose was to encourage you to specify, as soon as possible, some of the many immediate and intermediate decisions that you and your community team will have to make if collaborative career guidance is to operate successfully in your locale. The current chapter introduces you to some experiences of other community teams as they made many of those same decisions. Each of the assessment strategies briefly introduced in Chapter 2 was used by staff members from the National Center Consortium to study how fifty-six teams made those decisions and what events occurred because of those decisions. The findings are reported here.

The National Center Consortium worked with the fifty-six teams in two sets over a four-year period. Thirty-five teams comprised the first set, operating during 1980 and 1981. The remaining twenty one teams, some of which continued from the first set, functioned during 1982 and 1983.

Data collected from the most recent set of community teams receive most of this chapter's attention, primarily because of their more current vintage. Additional data collected from the earlier set of thirty-five teams--the initial teams coordinated by the National Center Consortium--are referenced wherever they provide can give you additional insights into decision needs to which you soon will be exposed. These references are added so that you will receive a more complete perspective of community collaboration for career guidance. Findings pertinent to each of the five decision needs identified in Chapter 2 are summarized below; conclusions and recommendations based on these findings are summarized in Chapter 4.

Findings for Decision Need No. 1

Did community teams get formed and then organize themselves sufficiently to schedule training activities for their members? National Center Consortium staff members followed the progress of the fifty-six community teams sufficiently to provide you with findings on three specific parts of the above decision need. All three involve early decisions you will face in organizing your community team. These three specific decisions and the consortium's findings are summarized below.

How Do You Increase the Probability That Your Team Will "Get Off the Ground?"

Only two of the first set of thirty-five teams and one of the second set failed to organize themselves to continue beyond their initial planning

activities. The team that dropped out of the second set was quickly replaced; however, no replacements could be found for the two that discontinued in 1980.

These findings suggest that there is a high probability that your team will continue to operate, if it can successfully navigate the start-up course. National Center Consortium teams that negotiated the initial turns used strategies such as: (1) conducting individual meetings with team members to personalize their orientations and respond efficiently to their questions; (2) obtaining letters of commitment from team members and, whenever appropriate, from their employers; and (3) scheduling several team-building sessions to promote rapport among team members and develop team coherence and morale. Consider such strategies for your initial contacts with prospective team members.

What Should Be the Size and Composition of Your Team?

Your community's needs and conditions will have to shape how you make this decision. Findings from the National Center Consortium teams at least will show you what other team initiators finally decided on this issue, even if they began with other expectations of the desirable number and type of members for their teams.

Table 2 summarizes some general trends in member characteristics for the twenty-one teams that operated in 1982 and 1983. For example, the majority of these teams were composed of the following:

- At least ten members (57 percent of the teams)
- Males (in only 29 percent of the teams were there more females than males)
- Members with no handicapping conditions (only 1 person out of the total of 242 team members was handicapped)
- White and not of Hispanic origin (90 percent of the teams had no ethnic minority members or less than 25 percent of their members were ethnic minorities; only 24 of the 242 team members were minorities)
- Persons with higher education degrees (all twenty-one teams had members with at least a bachelor's degree and at least 75 percent of the member of each team held a bachelor's or master's degree);
- Members with jobs in, and representing, educational institutions and agencies, rather than business, industry, and labor (all teams had educational representatives, but four had no private sector representatives; 43 percent of the teams drew at least 25 percent of their members from the private sector, compared to 81 percent from educational institutions)

TABLE 2

SURVEY OF MAJOR CHARACTERISTICS OF TWENTY-ONE TEAMS
(N = 242 PARTICIPANTS)

Number of Teams with:	Number of Teams	Percentages of all Teams
• 4 members	1	5%
• 5 members	1	5%
• 6-7 members	3	14%
• 8-9 members	4	19%
• 10-12 members	3	14%
• 13 or more members	9	43%
• No female members	0	0%
• Less than 25% of members were female	2	9%
• 25-50% of members were female	13	62%
• More than 50% of members were female	6	29%
• No members with disabling conditions	20	95%
• 1 member with disabling conditions	1	5%
• No ethnic minority members	12	57%
• less than 25% of members were ethnic minorities	7	33%
• 25-50% of members were ethnic minorities	1	5%
• More than 50% of members were ethnic minorities	1	5%
• No members with less than a bachelor's degree	14	67%
• Members with a bachelor's or master's degree	21	100%
• Members with a specialist's or doctoral degree	16	76%
• No representatives from business, industry, or labor	4	19%
• Less than 25% of members from the private sector	8	38%
• 25-50% of members from the private sector	8	38%
• More than 50% of members from the private sector	1	5%
• Less than 25% of members from educational institutions	4	19%
• 25-50% of members from educational institutions	13	62%
• More than 50% of members from educational institutions	4	19%
• Members who had no past experience in community collaborative activities	10	48%
• Members who had experience in at least one community collaborative activity	21	100%
• Members who had experience in taking primary responsibility (leadership) for at least one community collaborative activity	20	95%

- Members experienced in community collaboration (all teams had members with experience in at least one such activity and only one team did not have a member who had been a leader in such activities in the past)

Trends for the twenty-one teams are remarkably similar to those the National Center Consortium staff observed for the earlier set of thirty-five teams. There are two exceptions to the similarities. First, team size increased. In 1980-1981, teams had between four and nineteen members (this range increased to four and twenty-six members in 1982-1983) with the majority of them composed of eight to nine members (41 percent). As noted in the previous list, 57 percent of the more recent teams had at least ten members. Second, the more recent set of twenty-one teams was more successful in recruiting members from the private sector (i.e., business, industry, labor organizations, and professional associations). In addition, they depended less on members currently employed in, and representing, educational institutions or agencies. The percentage of team members from the private sector rose from 12 percent in 1980-1981 to 25 percent in 1982-1983. Conversely, the percentage of educational representatives went down from 55 percent to 40 percent. In spite of this trend, Table 2 shows that the proportion of team members from educational institutions was still much larger than that for private sector representatives.

As for the similarities, in spite of encouragement National Center Consortium staff provided team leaders to enlist more females, persons with handicapping conditions, and ethnic minorities; this failed to occur. For both sets of 1980-81 and 1982-1983 teams, in only six teams did females outnumber males, only one team had a handicapped member, and at least twelve teams had no ethnic minority members.

Your review of the motivations leading 1982-1983 team members to participate could give you ideas to discuss with potential members of your community team. The following list of nine participation reasons could help you orient and motivate your team (numbers in parentheses refer to those of the twenty-one teams that identified each motivator as a factor for their members):

- To be involved in community action addressing a local need or crisis (eleven teams)
- To contribute to more collaboration among agencies in the career guidance field, learn more about what these agencies are doing, and reduce unnecessary duplication (eight teams)
- To improve client career development (six teams)
- To fulfill part of member's job assignment that entails developing community resources (six teams)
- To help community agencies and career guidance professionals improve their programs and skills (four teams)

- To publicize and promote member's agency (four teams)
- To increase member's knowledge and skills as a team participant (three teams)
- To improve communication between school, business, and industry (one team)
- To do what the member's boss ordered (one team)

This is a rather impressive list of motivating factors! Even the final one is difficult to label as an undesirable motivator.

How Can You Identify Your Team's Training Needs and Then Organize Instruction for Them?

For 1980-1981 teams, the National Center Consortium organized up to five days of training. This training was led by consultants who conducted rather formal workshops and gave team members access to a set of thirty-six competency-based training modules developed for this purpose by the consortium. Trainers conducted assessments of team participants' training needs at the beginning of the workshops and attempted to modify the training activities to address teams' priorities.

In contrast, the National Center Consortium provided this type of formalized training for only one leader from each 1982-1983 team. Each leader was asked to develop, by the end of this three-day national workshop, a tentative training plan for the remaining members of his or her team. That plan was to be modified, based on team member reactions once the leader returned home.

The modifications did occur! None of the twenty-one teams conducted formal training activities after the national workshop. Since eleven of these twenty-one teams were continuing from the 1980-1981 set, the leaders and members of some of these teams reported that they believed additional formal training was unnecessary. All teams reported having access to an extended set of fifty-one training modules supplied by the consortium, but only one team reported that its members used those resources beyond sporadic, glancing contact. Even that team indicated that members used the modules only "sometimes to look up things."

Based on the actions of these two sets of teams, you have great latitude in selecting ways to (1) identify your team members' training needs and (2) organize instructional experiences for them. On the one hand, you can obtain the consortium's current set of training modules. Then you can ask your members to complete a self-assessment questionnaire to identify their training needs, after which your team members can work through the appropriate modules. However, there are no data on the effectiveness of those training resources.

On the other hand, following a much less formal procedure, you can promote less structured training by holding presentations and discussions in your team's meetings. This was the prevailing training mode adopted by the 1982-1983 teams. Then again, some teams simply decided that additional training was inappropriate for their team members and proceeded with their action planning and implementation. Consortium staff members have no findings on the efficacy of either of these last two procedures. They recommend the more formal, structured approach to team training but obviously were unable to get any of the 1982-1983 teams to commit to it after the national leadership workshop ended.

Findings for Decision Need No. 2

What was the immediate impact of the training that teams received? As you just learned, none of the 1982-1983 teams conducted formal training of their members. Even if training of a less-structured nature was employed by some teams, none of them attempted to quantify the effectiveness of what they did. As a result, the only findings available on the impact of team training are those produced by some of the 1980-1981 teams. Their results support the consortium staff's recommendation that you seriously consider scheduling formal training for your team.

Team members from thirty-one of the 1980-1981 community teams completed self-assessments of forty of their competencies before and after their training workshops. Change scores were calculated. The forty competencies were ones the consortium staff believed were necessary for team members to plan, support, implement, operate, and evaluate community-based career guidance programs as well as to train other community representatives to assist in making such improvements.

If a team's training was successful and its members perceived that it improved their competencies as well as gave them opportunities to perform those competencies successfully, positive change scores were anticipated. Twenty-eight of these thirty-one teams produced increased change scores. This result provides a fairly clear-cut answer to Decision Need No. 2. Team members invariably perceived their career guidance competencies, as sampled by the forty survey items, as increasing over the training period.

Another set of findings pertinent to your review of this decision need is available from twenty-nine of the 1980-1981 teams, which reported team member reactions to their training workshops. Most of the participants were positive about the training they received. In fact, they selected 124 out of the maximum 145 positive ratings (highest two ratings on a four-point scale) in regard to training material and procedures. Of the remaining 21 lower ratings, 14 were recorded by only three teams, ones that apparently were exposed to comparatively weak training workshops.

The average ratings across all twenty-nine teams indicated that the training material was the least positive factor. This finding was further

supported by trainees' responses to open-ended questionnaire items. For example, of a total of 134 suggestions for improving future workshops, 80 involved reactions to instructional materials. Those reactions ranged from team members' wanting some of the material revised, more audiovisuals, and earlier and longer access to materials, to requesting new materials and better-written explanations of workshop objectives and leaders' expectations.

Of the remaining fifty-four suggested improvements, fifty addressed only two other factors. First, better scheduling of training dates and time within workshops was stressed by thirty eight of those recommendations. Second, the remaining twelve requested more involvement of private sector representatives as trainers and participants.

The issue of workshop timing is imperative for your consideration if you plan formalized training for your team. For this set of teams, it was reinforced in the eighty-seven comments team members made about factors bothering them most. The most frequently mentioned irritant (twenty-eight comments) was that there was insufficient training time. What may be seen as a related reaction, indicated by eleven comments, was that too much information and material was presented.

Surprisingly, instructional materials did not make the irritant list. Apparently, workshop materials were not as bothersome as was implied by the large number of times they were identified in the list of suggested improvements. Then again, perhaps the respondents grew weary of commenting on them. Nevertheless, these findings should encourage you to select and schedule carefully any training material your team members use.

A final resource from the 1980-1981 findings is provided by the 123 comments team members made when asked to identify the "most useful thing" they learned. These factors can help you formulate your team training objectives, since they highlight important features of both the concept of community collaboration for career guidance and, what could be, the major reasons for training your team. The factors that received more than one comment follow in rank order by frequency:

- Learning a process for planning comprehensive career guidance programs (twenty-seven responses)
- Developing better understanding of career guidance and the need for it (eighteen responses)
- Producing an action plan for improving career guidance in the community (eighteen responses)
- Realizing that a diversified group can work together toward a common goal (sixteen responses)
- Enjoying diverse group interactions and understanding community needs and different viewpoints (sixteen responses)

- Having high-quality, helpful materials available (nine responses)
- Finding resources available in the community and through other agencies (nine responses)
- Learning a process that goes beyond planning and into program implementation (seven responses)

Findings for Decision Need No. 3:

How desirable and feasible were community teams' action plans? A highly recommended component in the logic models discussed in Chapter 1 and 2 is the team action plan. The National Center Consortium requested that all 1980-1981 and 1982-1983 teams produce plans outlining exactly how they anticipated increasing the effectiveness and efficiency of at least one career guidance program in their communities. It was assumed that teams that published well-designed plans not only would have conducted a careful planning process, but also would be more capable of producing the results they wanted than would teams without such plans.

An example format of an action plan was provided to each team. In addition, teams knew that their plans would be judged using criteria summarized in Figure 5 in Chapter 2. The method used by consortium staff was to assess team action plans simply translated those criteria into rating scales, for which each scaled point was clearly defined. Here is an example of a rating scale:

- Client Goals

  2--At least two goals that the career guidance program will help clients achieve were listed.

  1--Only one goal for clients was listed, or services to be provided to clients were named.

  0--No goals for clients were written.

  Explanation of the reviewer's reasoning for the rating chosen and a summary of any special factors that influenced that rating.

  _____

  _____

  _____

As you turn your attention to whether or not your community team should produce an action plan and, if so, how detailed that plan should be, recognize that this is a murky area. Not everyone is convinced of the need for (1) having a written plan, (2) making it well-structured, and (3) referring consistently to that plan while a guidance program is being developed. For example, three teams from each set of teams--1980-1981 and 1982-1983--never produced a plan.

In addition, the extent of the plans published by the remaining teams varied widely. For example, of the eighteen teams that wrote plans in 1982-1983, twelve used the Consortium's recommended format. The other six produced only one- or two-page narratives summarizing what they expected to accomplish.

According to ratings assigned by one National Center Consortium staff member who reviewed each of the eighteen plans, their content quality varied greatly. As shown in Table 3 only eight of these plans scored at or above the 50 percent quality level (i.e., attaining at least nineteen out of thirty-eight points) Only four plans exceeded the 75 percent level. These were plans that followed the consortium's suggested format and obviously were written by team members who decided to address each criterion they were taught before they began writing their plans. This pattern of scores was similar to that resulting from an independent reviewer's assessment of scorable plans produced by 1980-1981 teams.

Similar strengths and weaknesses were observed in the two sets of plans. These are reflected by scores summarized in Table 3. Some of the plan components to which your team may wish to devote extra attention are these related to the criteria used to judge the quality of planning your team's client program. These are as follows:

- Client objectives,
- Client activities (tied to objectives),
- Evaluation strategies for measuring client development,
- Resources for client career development
- Needs assessments.

If your team decides to write a plan for how it will actually develop its community collaborative career guidance program, it should be aware of two obstacle areas over which many other teams have stumbled. These are as follows:

- Specifying steps necessary to keep a program operating.
- Deciding how to evaluate the quality and impact of the team's efforts.

Table 3

Summary of Staff Members' Ratings of Eighteen Implementation Plans

Team Plans	Scores on Planning the Program for Clients (8 criteria with maximum of 16 points)	Scores on Planning How the Team Will Function (5 criteria with maximum of 10 points)	Desirability of the Plan (maximum of 4 points)	Feasibility of the Plan (maximum of 4 points)	Impact Potential of the Planned Program (maximum of 4 points)	Total (maximum of 38 points)
1	4	2	3	3	1	13
2	9	6	4	3	1	23
3	9	8	4	4	4	29
4	3	1	2	3	1	10
5	4	9	3	2	3	21
6	0	5	2	3	1	11
7	16	8	4	3	4	35
8	0	3	2	3	1	9
9	3	7	3	4	3	20
10	4	5	3	3	2	17
11	3	8	2	2	2	18
12	12	10	3	4	3	32
13	14	4	4	3	4	29
14	0	6	2	3	1	12
15	2	7	4	3	3	19
16	1	2	1	3	1	8
17	1	0	1	1	1	4
18	1	0	1	1	1	4
Average Scores	4.8	5.1	2.7	2.8	2.1	17.4
Range of Scores	1 - 16	1 - 10	1 - 4	1 - 4	1 - 4	4 - 35

In initiating your team's action planning and plan, be aware that not all teams that devised impressive plans later recorded progress to match that record. Some of the "fast starters" slowed abruptly once they cleared the written plan hurdle. For them, the existence of their unfulfilled plans became a source of irritation and guilt. The fact that most of the teams that produced plans in 1982-1983 progressed substantially farther than that point, whereas none of the teams that failed to develop plans made much progress, reinforces the consortium's recommendation that your team commit itself to publishing a well-articulated plan.

Consortium staff observed that teams with solid plans tended to be those selected later for case studies (discussed below, under the next decision need). Seven of the ten 1982-1983 teams that received highest scores for their action plans became case study sites. In fact, it is possible that the idea of becoming a case study team served as an incentive to stimulate an incentive stimulating some of these teams to produce well-written plans. They may have done a lot less without this catalyst. Perhaps you can use a similar "carrot" with your team.

Findings for Decision Need No. 4

How much progress did community teams make for at least twelve months after they were organized and trained? Chapter 2 outlined three methods used by National Center Consortium staff to assess the type and amount of progress the 1982-1983 teams made. These included bimonthly progress reports, telephone calls to team members, and staff ratings of team achievements. None of these methods required team leaders or members to complete printed or interview questionnaires. Unlike most evaluations, in this one the data collection burden was on the consortium staff, not on community participants.

The findings are briefly summarized here to give you a perspective on the extent to which these teams achieved their objectives and experienced unexpected results (positive or negative). Findings are discussed under four specific components of Decision Need No. 4.

Should You Use a Bimonthly Reporting Procedure to Track Your Team's Progress?

The bimonthly reporting procedure proved to be an ineffective progress monitoring device for the 1980-81 teams, because team captains were asked to complete and submit them. Therefore, in the 1982-1983 phase, consortium staff completed these progress records based on mail correspondence as well as phone calls and site visits to teams. Staff verified with a team representative the accuracy of each bimonthly report. This process enabled staff and team members to track local progress, challenges, and proposed problem solutions. If you can find a willing monitor, your team could adapt this same type of progress review procedure.

What Can You Learn About Your Team's Progress and Impact By Using Periodic Telephone Contacts With Team Members?

Consortium staff members combined information from these bimonthly reports with perceptions they collected from two different team members during a pair of telephone calls scheduled three times over the twelve-month period stated in Decision Need No. 4. In an open-ended fashion, team members were asked to share (1) their opinions on the concept of community collaboration for career guidance and (2) any incidents (as defined and illustrated in Chapter 2) of successful or unsuccessful efforts by their team.

After each pair of calls, consortium staff rated (on four-point scales) each team's progress in two ways: (1) the degree to which the team had followed its plan, if there was one, for that time period; and (2) the impact that team had produced, compared to what it wanted to accomplish over that same period.

Table 4 displays the total ratings that consortium staff members assigned to each of the twenty-one teams. Staff consistently scored teams similarly on their degree of plan implementation and actual impact. Perhaps they believed that teams that were implementing most of what they planned for the review period tended to produce the impact they anticipated. The reverse also held.

The total impact scores reported in Table 4 make it easy to group the 1982-1983 teams into three categories. Seven teams were rated as making limited progress (six or fewer points out of twelve). Five teams seemed to make average progress (seven to nine points). The remaining nine teams made high progress (ten or more points). Consortium leaders were disappointed that such a large number of teams (i.e., seven) struggled during the year that their progress was monitored. Conversely, they were pleased that an even larger number of teams (i.e., nine) excelled, at least in the eyes (and ratings) of consortium staff.

Once they completed all their bimonthly reports and pairs of quarterly informal telephone interviews, consortium staff rated team progress for a final time. This time the ratings were more detailed. Each team's unique objectives were rated in four ways (i.e., responsibility for it, completion of it, outcomes attained by its achievement, and overall impact it created). In addition, each team was rated on the degree to which consortium staff judged it as achieving the following eight common objectives (considered appropriate for all teams):

- Provide staff from business/industry, labor, education, government, and other community sectors with skills and knowledge in career guidance programming
- Motivate staff from business/industry, labor, education, government, and other community sectors to develop and deliver career guidance programs

TABLE 4

SUMMARY OF STAFF RATINGS OF
THE PROGRESS AND IMPACT OF TWENTY-ONE TEAMS

Community Teams	Degree of Plan Implementation (maximum of 12 points)	Total Impact Score (maximum of 12 points)
1	10	10
2	9	10
3	9	9
4	3	4
5	0	3
6	12	12
7	12	10
8	5	5
9	11	10
10	9	9
11	1	3
12	12	12
13	12	11
14	9	9
15	12	11
16	6	6
17	6	6
18	7	8
19	10	7
20	4	4
21	10	10
Average Scores	8.0	8.0
Range of Scores	1 - 12	3 - 12

- Involve staff from business/industry, labor, education, government, and other community sectors in activities supportive of career guidance programs for individuals

- Provide individuals with opportunities to acquire career planning and development competencies

- Increase individuals' interest and participation in career guidance program activities

- Increase individuals' career planning and development competencies

- Increase the availability and quality of career opportunities for individuals served

- Increase the number of individuals who implementing their career plans satisfactorily in light of societal conditions and their own career needs and interests

It is instructive to study how teams in the three groups based on the Table 4 ratings fared in the results of this final rating procedure. Table 5 displays rating points received by teams from each of the three categories stemming from Table 4 data: limited-progress teams, average-progress teams, and high-progress teams.

High progress teams differ from limited progress ones on all twelve comparisons in Table 6. As should be the case, they consistently scored higher than did their less effective counter parts. In fact, in all except three comparisons, they scored higher than did average progress teams. Consortium staff proved to be effective judges of key differences among these three sets of teams. Data in Table 5 suggest that, compared to the other groups, successful community teams had the following tendencies:

- Complete more of their activities aimed at achieving their objectives

- Achieve more of their objectives

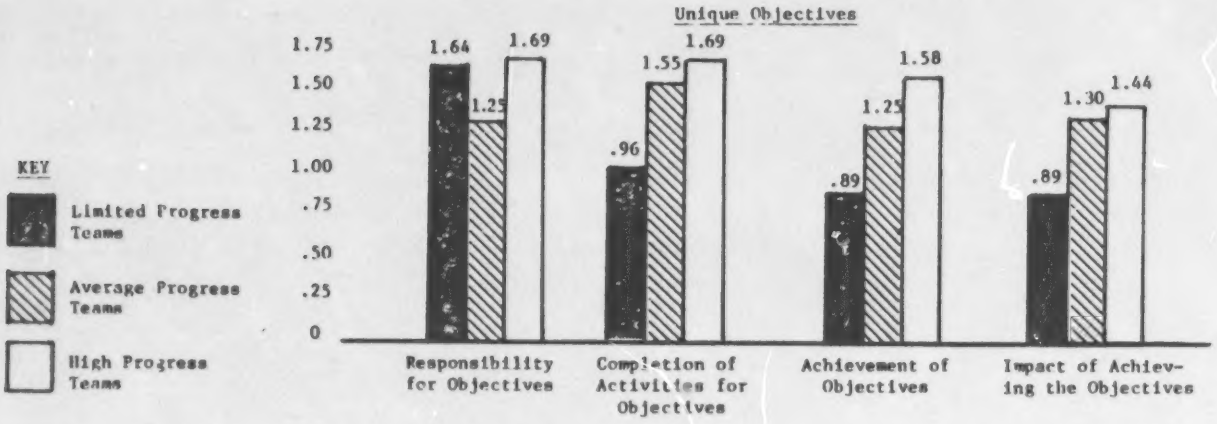
- Produce greater impact

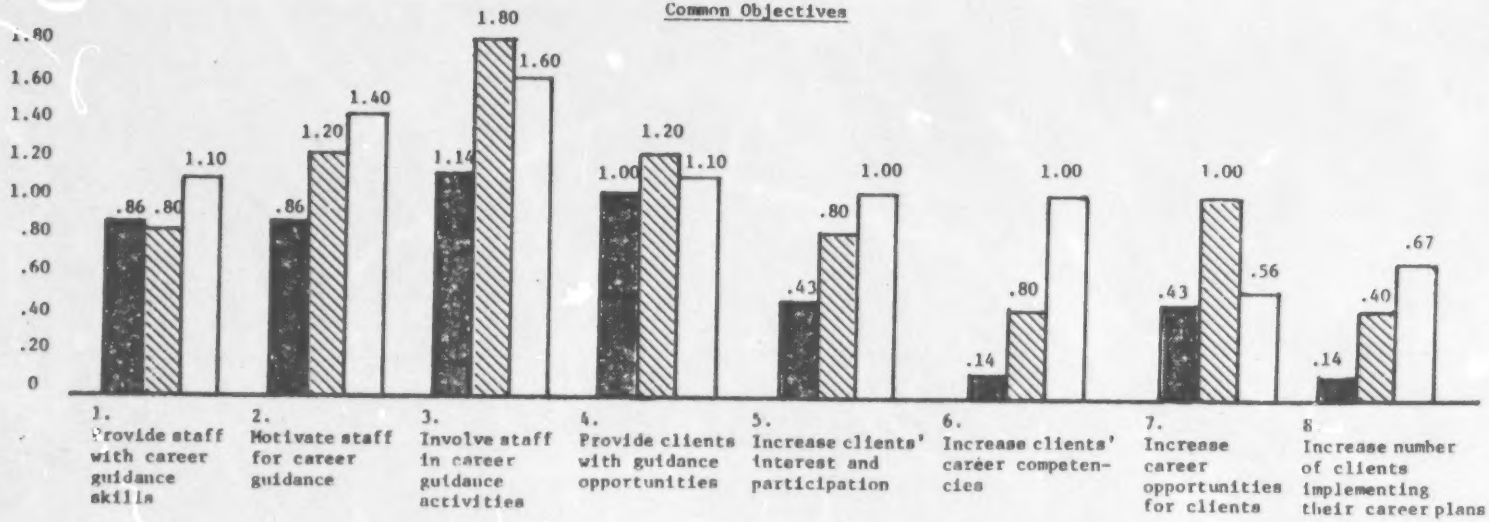
- Have more influence on staff from business/industry, labor, education, government, and other community sectors by helping improve their skills and knowledge in career guidance programming, as well as motivating them to develop and deliver such programs

- Have more influence on clients by increasing their interest and participation in career guidance activities, improving their career planning and development competencies, and increasing the number of clients who are implementing their career plans satisfactorily

Table 5

Graphs of Staff Ratings of Team Achievement of Unique and Common Objectives





This list of achievements is not impractical for your community team, especially if it implements some of the features of these successful teams as reviewed in the final pages of this chapter.

What Can You Learn From Documented Incidents of the Successful or Unsuccessful Efforts of Other Teams?

Chapter 2 provides a detailed description, together with illustrations, of how your team members and other knowledgeable individuals may be asked to report critical incidents of successful or unsuccessful team efforts. When such incidents were gathered from members of the 1980-1981 teams, 190 persons provided well-documented examples, and only five incidents were of a negative nature.

Consortium staff were much less successful in obtaining critical incidents from members of the 1982-1983 teams. From these twenty-one teams, only forty-six people provided incidents. Of the seventy-six incidents volunteered, twenty-one were negative--a much higher percent of ineffectiveness reports than occurred for the 1980-1981 teams. Use both types of incidents to help you and your community team refine its planning and implementing activities. The following information provides hints of what to incorporate as well as what to avoid.

Incidents of positive effects produced by 1980-1981 and 1982-1983 teams were grouped into the following categories.

- Impact on team members:
  - Changed their attitudes toward career guidance
  - Increased the number of interagency referrals they made and received
  - Helped a group conduct an activity to meet at least one career guidance need of a citizen group
  - Developed new knowledge of available community resources for career guidance
  - Helped extend a network of community agencies collaborating to improve career guidance programs
  - Provided training to staff or representatives of a community agency
  - Obtained more career guidance materials for citizens
  - Helped another community career guidance agency expand its resources for citizens

- Gained new visibility and credibility in the community because of membership on the team
- Asked to join or make a presentation to another community group
- Helped a team leader become more motivated and skilled
- Obtained volunteers from the community to conduct a career guidance activity
- Got other community agencies to join the team's initial career guidance activity

- Impact on community agencies and organizations:
  - Used the National Center Consortium's training modules
  - Shared resources (e.g., money, staff, facilities) with another organization to improve career guidance programs
  - Changed its written goals, plans, or priorities to improve career guidance
  - Developed a new product or had career-guidance related equipment donated by a community agency
- Impact on citizens:
  - Participated in career guidance activities
  - Made constructive changes in their career/lives
  - Received, through local media, information about a career guidance program
  - Talked and worked together for the first time on career planning and development
  - Showed greater awareness of community career guidance needs
  - Demonstrated more positive attitudes toward career guidance

Incidents of negative effects were quite specific to community and team conditions. Therefore, the following list reflects very little grouping of incidents:

- Team members were unable to get private sector representatives to participate regularly in team activities.
- Team had difficulty maintaining its continuity because agency staff members changed repeatedly.

- Team progressed too slowly and some members resented having to take too much, (or badly used) time away from their jobs.
- Team members experienced pressure from job supervisors because of being absent for team activities.
- Team floundered because it did not have a clear sense of purpose, an action plan, or frequent meetings.
- Team focused on retraining unemployed workers for jobs that were not available, when it should have directed its energies to economic development for the community.
- Team members were not trained well when team started.
- Team members were confused by team's involvement in the National Center Consortium.
- Team could not obtain approval from a key community agency for one of the main career guidance activities it planned.
- Agency staff, not involved as team members, were negative about one of the main career guidance activities planned by the team.
- Team leader failed to make effective use of team members' capabilities.
- Citizen attendance dropped drastically in one of the main career guidance activities planned by the team.

At least now you know some of the traps to avoid!

Should You Attempt to Assess Team Impact on Career Deciders?

This is the area of evaluation to which National Center Consortium staff recommend your team devote most of its resources. However, it was the area in which consortium staff were least effective in getting community teams to collect data. No team in either the 1980-1981 or the 1982-1983 set collected, summarized, and shared with consortium staff information on how the career competencies, plans, and actions of citizens changed because of team efforts. As indicated above, critical incidents of teams' having positive impact on citizens were reported. Those are the only findings available.

Some teams never got as far as trying to influence citizens' career planning and development. Other teams that progressed to that extent received consortium help in designing methods to collect data on client outcome attainment. A few teams (six of them) collected such evidence but failed to report it. Please do not let this dismal situation inhibit your perspective and motivation for this vital field of career guidance programming!

Findings for Decision Need No. 5

Did the community teams progress sufficiently to warrant case studies of their efforts and results? There were sufficient high progress teams and others with unique purposes and settings that consortium staff were easily able to combine information from several sources to select ten of the 1982-1983 teams for case studies.

Findings from all data collection methods reviewed in this chapter were used in the selection process. Staff members also incorporated observations they made during repeated telephone and mail contacts with all twenty-one teams, as well as during site visits to the communities in which all of the more active teams were located. All of this information was combined when consortium staff members and the U.S. Department of Education project officer assessed all candidate sites and selected the final ten by employing the nomination rating scale (introduced in Chapter 2).

The case studies of these ten teams are provided in Part B. The appendix displays brief "profiles" of the other eleven teams from the 1982-1983 set.

To give you a better framework for your review of these ten case study teams, (1) the target groups served and (2) the career guidance activities addressed by all of the twenty-one 1982-1983 teams are listed. This chapter concludes with an outline of factors that (1) helped, (2) inhibited, or (3) seemed to have little influence on team progress and impact.

The following target groups were served by the 1982-1983 teams:

- School teachers, counselors, and administrators
- Girls and women
- Unemployed job seekers (e.g., youth and adults, dropouts and graduates)
- Students at all grade levels, K-12
- Adults in the community
- Employees in a hospital
- Staff members of agencies offering career guidance services to citizens
- School board members and committee participants who make recommendations to that board
- Representatives of businesses and industries
- At-risk youth experiencing different handicapping conditions in or out of school

- Migrant workers in a rural community.

The following were the career guidance activities addressed by the 1982-1983 teams:

- Conduct training sessions for educators
- Maintain a listing of local jobs available and qualifications required
- Survey, recruit, and catalog community representatives willing to serve as career resources for schools
- Hold monthly workshops to help unemployed persons improve their job-seeking skills
- Develop school activities to stimulate more girls and women to be interested in mathematics
- Schedule a career fair for students
- Produce a career planning guide for high school students
- Organize field trips to enable students to observe workers in business and industrial sites
- Establish a career resource center or clinic for adults in the community
- Design a developmental career guidance program for middle school students, including instructional units, a career center, teacher guides, field trips, and career-shadowing experiences
- Organize a community meeting for people interested in helping to reduce social and economic problems produced by high local unemployment
- Present career planning classes for unemployed workers
- Conduct information sharing meetings so that representatives of career guidance agencies can maintain their collaboration through a coordinated network
- Place guidance counselors in libraries to help unemployed persons
- Recommend career guidance improvements to a panel of experts who offer suggestions to a school board
- Coordinate career education infusion workshops for senior high school staff

- Obtain software, a database, and equipment for a computerized community resource and referral system

- Organize a high technology seminar to share information and promote partnerships between educators and representatives of the private sector

- Help high school students obtain entrepreneurial experience

- Give high attendance awards to encourage good work habits in senior high students

- Implement a series of needs assessments to determine the community's highest career guidance priorities

- Solicit a donation of computer equipment from a local business to a public school

- Provide career-planning assistance and employment training to a wide variety of at-risk youth

- Publish and disseminate a directory of career resources available in the community

- Implement a career counseling program in which local college students meet one-to-one with high school dropouts

- Extend an easy-access telephone-cassette communication service for information on career development and related topics

The case studies of the ten 1982-1983 teams suggest that, at least for them, the following variables were not significant contributors to team progress and impact:

- Geographic location (productive teams were located in diverse regions across the United States)

- Target citizen group (guidance program clients ranged from migrant workers to high school seniors to hospital employees)

- Type of program intervention (some teams started with indirect interventions, whereas others began with direct interventions)

The following are factors that contributed to the success of these ten teams as well as the success of teams that progressed well in 1980-1981:

- Strong team captain (a person who was extremely committed to concept of community collaboration and/or the citizens to be served; went beyond the call of duty; had the ability to work/coordinate with other team members; and was seen as credible by teammates and others in community)

- Extensive collaboration (joint planning and implementation of team goals and activities; three or more organizations worked toward common needs)

- Skilled trainer (person who was effective at motivating and skill building; gave concrete examples; let team evolve its own goals and strategies; yet guided that process; and was well organized as evidenced by sending correct forms to consortium staff and having an agenda)

- Committed team (at least some members who were as enthusiastic as their captain; volunteered own time; communicated with each other regularly; had diverse skills and/or contacts, such as working for a television station; were familiar with public relations and grantsmanship; and knew most of the business persons in town)

- Logical action plan (a written plan that resulted from a joint decision-making effort, had goals that were personally motivating to the team, and were tied to community's obvious needs) that was used regularly

- Use of available resources (team tried to utilize a variety of resources, including outside funding as well as in-kind support; even if money was not immediately obtained, the application process seemed to strengthen the team and organize its thinking).

- Effective publicity (team's activities were visible in the community; newspaper stories and photos were produced; accomplishments were noted in newsletters, announced at meetings, etc.)

- Well-designed evaluation (even if informal, the team was willing to look at each step, critically decide what did and did not work, and then make alterations in the team's plan)

- Desirable incentives and payoff (captain's personal and/or professional needs were met, as were team members' goals and needs)

- Receptive political climate (community was looking for ways to maximize limited resources; special interest groups had highly visible needs)

Factors that inhibited team progress and impact can also be identified in the case studies, such as the following factors:

- Insufficient training (teams that did not take time and effort for necessary formal training)

- Uncommitted team (team that did not meet regularly, assumed all would be done sooner or later, did not produce and submit requested products)

- Overactive team captain (leader who did not delegate responsibilities or communicate regularly with team members)

- Cutbacks in agency funds (team members who lost their jobs; agencies that had to withdraw their support of the team plan; team members who were subjected to pressure from their supervisors after being absent for team activities).

All of those factors are critically important for the concept of community collaboration for career guidance. Because of their significance, many of them are discussed further in Chapter 4. Those are also fundamental to the conclusions and recommendations of this monograph.

CHAPTER 4

CONSIDER THESE CONCLUSIONS AND RECOMMENDATIONS WHILE YOUR TEAM IMPLEMENTS COLLABORATIVE CAREER GUIDANCE IMPROVEMENTS

The preceding chapters introduced you to the concept of community collaboration for improving career guidance programs. They summarized the purposes of collaboration, outlined the legislative stimulus that fostered this approach, and described its logic in graphic and narrative forms. In addition, Chapter 2 suggested strategies and designs for assessing the plans, activities, and impact of your team that attempts to promote collaboration within your community. Chapter 3 reviewed findings obtained when some of those strategies were tried with fifty-six teams across the United States. This final chapter sets out conclusions derived from those findings and directs your attention to recommendations that can help you successfully apply this concept.

Conclusions

Findings reported in Chapter 3 and the ten case studies that follow in Part B indicate that community collaboration aimed at providing improved career planning and development assistance to citizens has progressed in selected communities and can work in others if critical factors that contribute to successful collaboration receive careful attention. In your future application of this concept, give close attention to the following variables, which are discussed in detail in Chapter 3:

- leadership, composition, orientation, training, and dedication of your community team as it implements collaborative efforts;
- relevancy of the goals which your team sets for your community;
- desirability and feasibility of the action plan developed by your team;
- efficiency and sensitivity with which your team obtains volunteer assistance and actually implements components of its plan; and
- receptivity of the political and economic climate in which collaboration activities and benefits occur.

The concept of community collaboration for improving career guidance is worthy of taking root and expanding in many more communities across this country. In this time of shrinking material resources, it is necessary to make greater use of the available material resources and to utilize--to a much larger extent--the human resources that are still in abundance. One way to do both is to pull together as communities to identify and fulfill the career needs of citizens of those communities. More opportunities,

not fewer, must be offered to citizens. Time and resources must be reclaimed to implement activities that will meet the needs of persons providing guidance assistance and citizens receiving it.

Findings collected from fifty-six communities that tried this concept indicate that the task of community collaboration requires a joint effort of national, state, and community leaders, career guidance personnel (including many who never thought of themselves as "guidance personnel") and the citizens of those communities. After sharing some suggestions made by representatives of the ten case study teams, the remainder of this chapter gives you recommendations that you can discuss with these key groups:

- Elected officials and other public policymakers (members of Congress, state legislators, and other government officials and policymakers)

- Potential career guidance personnel (volunteer and paid personnel who, on their own or through the agencies they represent, can provide one or more of the components of a comprehensive, community-based career guidance program to one or more citizens; this group can include persons from business, industry, labor groups, government agencies, religious organizations, clubs, networks, and associations)

- Potential citizen groups (people who would like assistance in setting or reaching their career goals--exploring career options, making career decisions, seeking and securing jobs, progressing in their careers; these citizens can include children, youth, adults, employers and employees, students, homemakers, minority group members, or any other individuals who could benefit from a career guidance program)

Suggestions from Ten Case Study Teams for You and Your Team

Members of the ten 1982-1983 key study teams described in Part B made the following specific suggestions related to the issues noted.

- Selecting your team members. Choose team members by the following criteria:

  - Individually (rather than as representatives of particular organizations), based on their strengths, commitment to the team's goals, and willingness to stay active. This should ensure continuity, even when individuals change employers.

  - Who are already doing things, since they have demonstrated they can get work done. Start with a few and add others later.

- So that top managers or chief executive officers are involved only at key times, ask them for specific help, and follow through on requests. Do not expect them to participate in meetings where details must be hammered out. Instead, encourage them to delegate others to do this work.

- Who have a variety of skills and interests.

- Who are committed and who will go beyond planning to actually doing things.

- Who are trained or otherwise enabled to "buy into" the project. Perhaps have "old" members train the newer ones.

- Who are carefully oriented beforehand so they will know what their commitments will be.

- Who are "door openers," influential contacts, although they will not necessarily attend all meetings.

- Who are action-oriented workers and who have supportive bosses.

- Who have broad perspectives and different interest areas.

- Who represent the local Chamber of Commerce and other business leaders.

- So you will be certain that the team is made up of "doers" and not just "joiners," choose people who are interested in youth and community collaboration.

- Who are willing to keep the team small in the beginning; add more members later, if needed.

- Who provide ethnic and occupational balance so that the team reflects the balance in the community. Keep the male-female balance as even as possible.

- Who include representatives from all sectors of the community, including community-based agencies and some of the target group. Broaden the participation base as much as possible.

- Who are aware that even though collaboration has high impact potential, it can be time consuming for team members. Members should gain prior approval for their participation from their employers, or funds should be obtained to support them.

- Choosing Your Team Leader. Select a captain who has the following:

  - Able to cooperate.

- A strong leader who can be the "glue" to hold the team and project together.

- Enthusiastic, can easily work with every member, is able to facilitate compromise, and can make a definite time commitment to the project.

- A knowledgeable, active team leader.

- Willing to persist in contacting and gaining participation from business/industry representatives. When making initial contacts with potential participants, emphasize the payoff for them.

- Willing to be fairly directive. Do not insist upon group consensus for every decision.

- Planning your team's goals. Consider the following suggestions in your planning:

  - Do not start a new project in the summer. Perhaps train the leaders in the summer, but start officially in September.

  - Be flexible in planning and able to change approaches when obstacles arise.

  - Keep interagency agreements informal in the beginning of collaborative efforts. Eventually, some "rules" will be needed, but give the project time to get off the ground.

  - Establish firm deadlines for the completion of various activities, and hold team members responsible for their completion.

  - Focus on one target group in one location, and do a good job with this before expanding.

  - Initiate projects that stimulate interest and heighten awareness, but do not try to provide ongoing services.

  - Choose a concrete project or projects that can be accomplished in a given time period. Avoid nebulous "grand designs."

  - Make certain that activities have a central theme (e.g., ways of identifying and disseminating local career opportunties). Do not try to conduct numerous separate activities.

  - Keep the effort simple, and set a specific goal to reach.

- Identifying and utlizing resources. Consider the following recommendations:

  - Do not stretch resources too thinly.

- When sponsors offer to make contributions to the project, arrange to meet with them early to determine all procedures and requirements.

- Having dollars, such as a grant, helps legitimatize a group and activity to others. The others may contribute financial resources to the cause as a result of this impetus.

- Encourage in-kind support from participating organizations.

- Get institutional (including in-kind or direct financial) support for the project. It will be difficult to accomplish goals without this leverage.

- Get some impetus behind the effort (e.g., a push from the school superintendent or mayor).

- Recognize the fact that the necessary resources are there; they just have to be put into action.

- Maintaining community contacts and publicity. Consider the following recommendations:

  - Establish a chain of contacts in the community. Get the support of those in top positions, and use their designees on actual tasks.

  - Publicize the team efforts on a regular basis. Consider assigning someone to the publicity task.

  - Make good use of the community's media to publicize project goals and efforts.

  - Let the community know about the team's existence and what it is attempting to accomplish. Have a solid public relations component that keeps people posted.

  - Realize that, during times of local economic stagnation, private sector representatives may be reluctant to participate in certain projects.

  - Update the career guidance skills of staff from community-based agencies.

- Taking care of administrative logistics. Consider the following recommendations:

  - Meet on an agreed-upon day of the month.

- Set up the calendar of meetings for the year, using the same day of the month, time, and meeting place. Use a written agenda for meetings, and mail it in advance. Phone members the day before to remind them to be there. Take minutes of the proceedings and distribute these to everyone to be certain there is a record of decisions.

- Schedule team meetings in the early morning or during dinner, usually once per month.

- Do not meet if there is nothing to meet about.

Recommendations to National, State, and Local Leaders

You could make such recommendations as the following to elected officials and other policymakers:

- Help citizens identify available federal and state legislative provisions for career guidance. Potential career guidance personnel and client groups need assistance to identify existing legislation as well as regulations and funding sources that could be used to establish collaborative career guidance programs. As noted in Chapter 1, such legislation can not only provide financial incentives but can also provide enabling language that defines and supports the concept of community collaboration.

- Call public attention to successful examples of communities that are developing collaborative career guidance programs. Useful models need to be documented and disseminated. Those examples should extend well beyond the early developmental stages illustrated by the ten case studies in Part B of the monograph.

- Provide incentives (e.g., loan guarantees, low-interest loans, tax credits) for agencies and organizations that collaborate, delineate separate responsibilities, and share resources. More effective strategies need to be explored for gaining ad monitoring agency commitment to this concept. Businesses and industries were involved only to a limited extent in the 1980-1981 community teams for which data are reported. This extent increased in the 1982-1983 teams. Economic incentives constitute one strategy for encouraging increased agency involvement.

- Require ongoing documentation of community needs and feasible written plans prior to supporting new guidance programs. The desirability of action plans developed by most of the community teams was criticized even by some of the team members who helped develop those plans. The validity of the needs assessment information purportedly used to set program priorities for those plans was also suspect. Community needs must be well documented and team plans must clearly address high-priority concerns in feasible ways.

- Begin a series of evaluation studies, with appropriate controls, on the effects of collaborative career guidance programs. The model in the Appendix delineates the types of local and national immediate, intermediate, and ultimate outcomes that can result from successful implementation of this concept. The monograph recommends an evaluation approach incorporating a quasi-experimental study employing a time-series design. However, the report shows the inability of the project to implement this type of study and thus focuses only on immediate and very preliminary, intermediate outcomes. Future evaluations must exceed those limits. It is essential that further measures of the impact of collaboration on community agencies and on the careers and lives of citizens be designed and implemented.

Recommendations to Guidance Personnel

Recommendations you could make to potential and current guidance personnel are as follows:

- Ask for assistance in implementing your intended collaborative career guidance effort. The concept of collaboration is not new; many individuals, agencies, and councils are working on pooling and maximizing resources. Study the process described in this monograph. Talk to individuals in government agencies, businesses, and volunteer organizations that have tried to collaborate on other efforts. Contact the National Center (800-848-4815) or any of the sites described in the ten case studies in Part B for information on how you can implement a collaborative career guidance program.

- Organize a community career guidance team. Include on the team persons experienced in career guidance program planning and management as well as individuals skilled in planning and managing other human service programs. Look for team members who have demonstrated willingness and ability to make projects work. Get a mix of individuals from different community agencies and interest groups.

- Design the team's training carefully. Study the logic models, data analyses, and the case studies presented in the monograph. Determine the competencies and training needs of team members and the best manner in which to build upon those competencies and meet high-priority needs. Provide top-quality training materials for self-study. Schedule any formal training sessions well in advance of when they will be held so that all members can attend. Ensure that training sessions are well structured. Include a picture, design, or logic model of what a collaborative community career guidance program could look like, along with very specific examples of what other teams have done. Consider spreading training sessions over a period of a few weeks to allow time for members to absorb and try out what is presented.

- Assess the needs of citizens to be served by your proposed guidance program. Find out, through a public hearing, written questionnaire, in-person interviews, or other recommended assessment strategy, the citizen group most in need of assistance, and exactly what the needs of that group are. In addition to collecting vital information, you will gain visibility through the process of assessing needs, and that will lend credibility to the team's efforts and build a sense of program ownership on the part of the community.

- Set realistic, clear, measurable goals and objectives. Reach an agreement with team members about exactly what they intend to accomplish in a given period of time. Be as specific as possible so that the team and those observing the team's efforts will be able to tell when the goals and objectives are met. Make certain that the goals are closely tied to the needs of the citizen group to be served.

- Develop a written action plan. Require the team to write down a plan that contains its planned goals, objectives, activities, persons responsible, resources, evaluation strategies, budget, and timeline. Even if the plan must be modified later, having the ideas in writing gives every team member a common point of reference.

- Identify resources available for your proposed program. Make an assessment of every resource that can be used in the career guidance program. Include material resources (e.g., rooms, equipment, printed materials, media, supplies) as well as human resources (paid and voluntary) that can be employed. Give credit for any that are used, no matter how minor. If outside funding is needed for implementing activities, begin making contacts with funding sources early, and develop a series of prospectuses or proposals to submit to them.

- Successfully implement at least one planned activity. Begin with an activity that can be carried out easily and effectively. If successful, the experience will encourage the team to continue, and the resulting publicity should increase the community's acceptance and backing of your efforts.

- Implement additional planned activities, if the first one goes well. Continue to implement the next program activities, again ensuring that they are successful. Give credit to all who participate.

- Evaluate the team's progress. Throughout your team's efforts, and particularly after key implemementation events, assess how well the program is meeting its goals. Work with the National Center Consortium staff to assess your program's impact on citizens' careers and lives as well as on community agencies that collaborate in it. Use the results to modify your team's action plan and direction.

Recommendations to Citizen Groups

You could make such recommendations as these to citizen groups in your community:

- Select what you need or want related to your career. Decide if you need assistance with activities, such as exploring the various occupations and work settings that exist, setting career goals, making a career decision, obtaining vocational training, searching for and acquiring a full- or part-time job, advancing in your job or occupation, or changing career direction. If you are not sure what you need, it can be helpful to meet with someone trained to help you assess your needs.

- Volunteer to serve on a team or advisory group interested in improving your community's career guidance programs. Ask to be a member of a career guidance team if one exists, or start a group in your community. (See the recommendations for potential guidance personnel.)

- Identify which career-related resources are available in your community and which ones are not. For example, find out what agencies offer resources, such as career guidance workshops and seminars, individual and group career counseling, computerized career guidance activities, printed career materials, career media packages, vocational training courses, internship programs, or job placement services. Note which resources are unavailable or inadequate.

- Take advantage of those career resources that exist. Depending on your need, contact local schools and training programs, the local office of your state employment service, and career resource centers on campuses or in the public library. Drop in or make an appointment with a staff member who works there, and tell him or her what you need.

- If a resource you need does not exist in your community, join with others who are seeking the same service and make your needs known. Since large numbers of requests are usually convincing, develop alliances with others who need the same resource, and approach individuals or groups who might be able to offer it.

- Share the positive results with others. If you benefit from a service, pass the work along to others. In doing so, you will have acted in a manner consistent with the major purpose of these projects.

The suggestions and recommendations given here provide many practical ideas that can help improve career guidance programs in your community. Part B, which follows, illustrates how ten community teams considered and implemented many of the ideas. These case summaries and the eleven team profiles in the Appendix represent an extensive set of resources designed to be practical and helpful for your community collaborative activities. If

implemented many of the ideas. These case summaries and the eleven team profiles in the Appendix represent an extensive set of resources designed to be practical and helpful for your community collaborative activities. If you want additional reference material on the collaboration concept, consider reviewing these three documents:

- Elsman, Max. Industry-Education-Labor Collaboration: An Action Guide for Collaborative Councils. Washington, DC: National Institute for Work and Learning, 1981.

- Pritchard, David H. Career Guidance and Vocational Education Act: A View of Progress. Mimeograph. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education, 1983.

- Rossi, Robert J.; Gilmartin, Kevin J.; and Dayton, Charles W. Agencies Working Together: A Guide to Coordiantion and Planning. Beverly Hills, CA: Sage Publications, 1982.

PART B

USE RELEVANT IDEAS FROM CASE STUDIES OF TEN COMMUNITY TEAMS

Northeast

- Attleboro, Massachusetts
- Chenango-Delaware Counties, New York
- Nashua, New Hampshire
- North Windham, Connecticut

South

- Greensboro, North Carolina

Midwest

- Flint, Michigan
- Grayslake (Lake County), Illinois

Northwest

- Everett, Washington
- Nampa, Idaho

Far West

- Kona, Hawaii

One of the basic suggestions of this monograph is that you take advantage of the experiences of others as you build collaboration in your community to improve career guidance. Chapters 3 and 4 in Part A introduced you to some of those experiences--happy as well as painful ones.

The consortium staff have picked ten teams (from the 1982-1983 set of twenty-one) to illustrate a wide variety of community efforts. Case studies of these ten are presented here for your review. Each case covers the following topics:

- Abstract of the project
- Community profile
- Community team
- Selecting target population
- Assessing needs
- Developing an action plan
- Identifying and acquiring resources
- Implementing the plan
- Evaluating the project
- Taking the next steps
- Suggestions for other communities
- Contact information for further assistance

If you want to investigate the remaining teams from the 1982-1983 set, turn to the Appendix. There you will find brief profiles of those eleven projects. Each profile summarizes just the following elements:

- Community profile
- Community team
- Career guidance action plan
- Accomplishments
- Contact information.

For even more information, get in touch with the contact persons listed for each case or study profile that seems appropriate to your community's conditions and needs.

NORTHEAST

Attleboro, Massachusetts

Abstract of the Project

The Attleboro team organized to serve community residents directly during its first year of operation. Since the local schools had eliminated career guidance services after passage of the state's "Proposition 2 1/2," the team chose middle school students for its target group. The team organized and conducted a business speakers' program, a series of twelve field trips to business and industrial sites, and student career-shadowing experiences. This career development "package" will be introduced next to the community's secondary schools.

Community Profile

Attleboro, a comparatively small city of 32,500 people, is located in the southeastern corner of Massachusetts. Despite its size, it is considered one of the largest industrial employers in New England. Residents have long referred to the area as the "birthplace of the jewelry industry in America." Attleboro's many industrial companies produce not only jewelry, but also measuring devices, automotive parts, computers and computer components, awards products, leather goods, and textiles.

The city has ten elementary schools, three middle schools, one high school, and two community colleges. Numerous four-year colleges and universities are within driving distance. During the 1970s, Attleboro schools had numerous career education programs and activities in operation. Cutbacks in public funding, however, resulted in very few career-oriented efforts on the part of school personnel until the team took action.

The Community Team

Attleboro's eleven-person team represents the following organizations in the community: School Committee (local school board); Chamber of Commerce; Attleboro High School; Peter Thacher Middle School; and Texas Instruments (manufacturer of electronic and electromechanical systems).

A member of the School Committee's Career Education Advisory Committee (CEAC) learned of the national project in correspondence from the National Center and told the CEAC about it. The committee discussed the advantages of involvement and decided to recruit as team captain an individual who was the director of Junior Achievement of Attleboro. The committee member contacted Texas Instruments, where the proposed captain worked as director of training and development, and soon the Attleboro "team" had an official leader.

The designated captain and member of the CEAC submitted a proposal, and Attleboro was chosen as a project site. The captain attended the training workshop in Columbus, Ohio and returned to the team with suggestions for a collaborative model, available resources, and evaluation activities.

During the course of the project, team members communicated with each other at monthly CEAC meetings and, as needed, had telephone and in-person visits between those formal sessions. At most CEAC meetings, the team captain provided an update on the project and generated discussion about each activity. Since the CEAC had enthusiastically supported career education in the past, the members were quick to encourage the team every step of the way.

Membership of the team has remained the same throughout the project. The only obstacle acknowledged by team members was their busy schedules, which have made it more challenging to accomplish everything set out on paper. Apparently, the shortage of time has not hampered the project, since the captain has been willing to devote considerable personal time to project details.

Selecting Target Population

The team wanted to have a successful, visible project, one that would be well received by parents, business organizations, and the community in general. The team believed that the population selected would provide few, if any, risks of failure to the project and future career development efforts.

The CEAC recommended that middle school students (i.e., sixth, seventh, and eighth graders) be the focus of the project. Based on their past years of involvement with career education, members said that this age group would be (1) receptive to new ideas; (2) able to make timely use of the information in making decisions for high school programs; and (3) enthusiastic about involvement in project activities. In order to make the project manageable in the time period, the team decided to focus on one middle school. (As it turned out, two additional middle schools became involved near the first year of the project; (see "Implementation of Project Activities.")

Assessing Needs

The process of determining the middle school students' needs paralleled that of selecting the population. Team members familiar with career education program models suggested what "experts" had identified as students' needs--namely, to increase self-awareness and to explore various career options and requirements. Other team members who were themselves parents of school children or who were business/industry personnel concurred with these needs. No formal needs assessment in the form of tests or surveys was conducted by the team.

Developing an Action Plan

The team actively discussed what it wanted to accomplish in the project. The overall goal finally set for the year was "to provide career counseling for 375 middle school students to prepare them for entry into the work force." To do this, the team established three measurable objectives:

- To coordinate a speakers' program utilizing eighteen community resources, to expose 180 eighth graders to live presentations; and to videotape the thirty-minute sessions for later use by other students.
- To conduct twelve business/industry field trips for 168 seventh graders.
- To provide a career shadowing experience for twenty-five eighth graders.

The team captain facilitated the discussion of all phases of the plan. Included were the goal, objectives, proposed activities, persons responsible, resources needed, cost, evaluation strategies, and timeline. Once team members agreed on basics, the captain wrote a draft of the document. This was then modified and approved by the team. The action plan has not changed significantly during the project.

Identifying and Acquiring Resources

The human resources identified by the team (in addition to themselves as planners and coordinators) were (1) speakers for the speakers' program, school personnel to make classroom arrangements and videotape the sessions, and (3) business/industry personnel to host field trips and provide shadowing experiences. All of these individuals were contacted by team members, and all agreed to participate on a voluntary basis.

Material resources needed were as follows: eighteen thirty-minute videotapes plus equipment; transportation for the field trips and shadowing; meeting space for team meetings; and duplicating of written materials (e.g., agendas). The videotapes and equipment were obtained from the middle schools. Transportation has been donated by parents and other community residents. Meeting space and duplicating have been provided without charge by all organizations participating in the project.

Implementing the Plan

The "kickoff" activities were the presentations made by the speakers in the classrooms. The students received a glimpse of what it would be like to be a food service director, executive secretary to a corporate vice-president, drafting technician, engineering manager, manufacturing supervisor, and a veterinarian. Videotapes were made of the presentations and, although they have not yet been edited, they are available for teachers and others to use.

Parents and other adults willingly assisted in the organizing and transporting of students on the field trips. The seventh graders observed operations and spoke with employees at five different manufacturing companies, a bank, and the community hospital. The visits ranged from forty-five minutes to two hours in length.

The twenty-five eighth graders each selected a half-day career-shadowing experience at city hall, a manufacturing company, or either of two animal hospitals. Activities included observing the contact person "in action," participating in meetings, and assisting with simple work-related tasks. One of the veterinarians showed a career-oriented film as part of the exploration.

The team concentrated on one middle school during the first year of the project. Word soon spread, however, and requests came to the team from the other middle schools as well as the high school. A small number of speaker presentations were made at the two other middle schools, as a gesture of good will, but the team decided to postpone any formal involvement until the second year of the project. Members were firm about not spreading themselves and their resources too thinly.

Evaluating the Project

Evaluation of activities has been informal. CEAC members have discussed their own observations and the feedback they have received from various sources. Since what they have seen and heard has been largely positive, the project has continued to operate as planned.

In the seventh month of the project, the team captain discussed, with staff of the American Institutes for Research (AIR), the possibility of collecting some client impact data. AIR staff developed and forwarded three sample instruments for the Attleboro team to consider. The instruments were designed to collect information on two factors (i.e., knowledge gained through the project by the participants and participants' satisfaction with project activities). At the present time, the team members are outlining plans to administer the instruments to a sample of project participants.

Taking the Next Steps

Although the national project is ending, the team members plan to continue their involvement in Attleboro as part of the CEAC. The team captain has agreed to continue on as coordinator of the three major activities (i.e., speakers' program, field trips, and shadowing) started by the team and, in fact, hopes to expand them. Future plans include formalizing the efforts at the two additional middle schools and, eventually, beginning a modified version of them in the high school. An impact evaluation will be conducted.

Suggestions for Other Communities

Team members offered the following suggestions to other communities that are implementing collaborative projects:

- Use the business/industry representatives in the group. Ask for specific help, and follow through on requests.
- Establish a chain of contacts in the community. Get the support of those in top positions, and use their designees on actual tasks.
- Select a team captain who is able to get people to cooperate.
- Do not stretch resources too thinly. Focus on one target group in one location, and do a good job with this before expanding.

For more information on the activities of this community, contact:

Mr. Robert Brown, Jr.
Administrator
Human Resources Development
Texas Instruments
34 Forest Street
Attleboro, Massachusetts 02703
(617) 699-1789

The Sun Chronicle, Wednesday, September 29, 1982

City kids learn early about careers

Brennan sending students to factories and offices to see what work is

By RICK FOSTER
Sun Chronicle
Staff Writer

ATTLEBORO — Pupils at Brennan Middle School have a long way to go before they start careers.

But beginning next month nearly 200 seventh and eighth graders will be going to "work" to learn more about the world of jobs.

About 170 seventh grade pupils will be going on visits to industrial plants and offices over the next several months to find out about various careers. Another 25 eighth graders will spend up to half a day with professionals in their favorite fields.

'It's absolutely necessary for business people to be involved in education'

William Ward, president
Chamber of Commerce of the Attleboro Area

At the same time, 180 sixth grade pupils will be visited in their classrooms by 18 speakers representing various careers.

The career program is part of the new Attleboro Community Collaborative Career Guidance Project, according to William Ward, president of the Chamber of Commerce of the Attleboro Area. The project, Ward said, was developed over the last several months by local business leaders in cooperation with school officials.

The program is being sponsored by the chamber's Career Education Advisory Committee under a grant from the U.S. Department of Education.

Ward said the program is an effort on the part of businessmen to expose students to a wide range of jobs.

"We're not just talking about brain surgeons," said Ward, who said discussions and visits will encompass careers from carpentry to nursing and the law. The program has already begun recruiting speakers and workers who agree to be "shadowed" by a student for 2-4 hours.

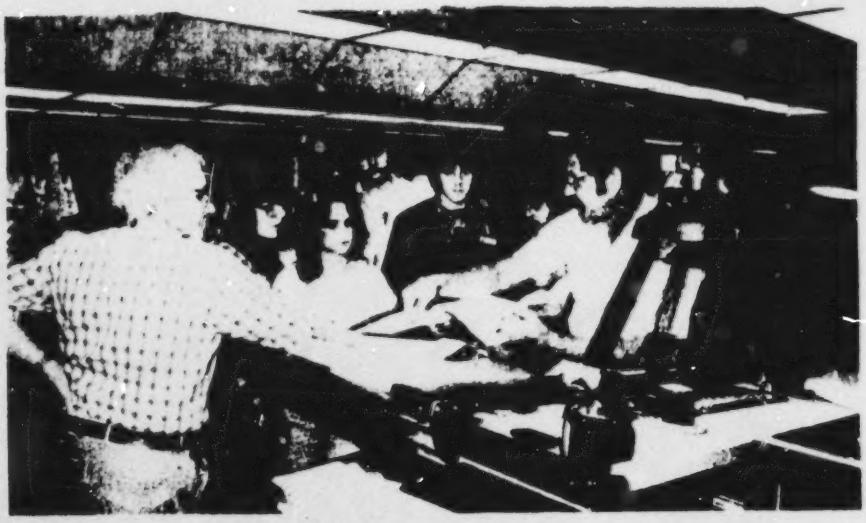
The program will also help provide career guidance for the middle school, which lost its guidance counselors to Proposition 2½.

Besides satisfying youngsters' curiosity about jobs, the program also serves business's enlightened self-interest.

"It's absolutely necessary for business people to be involved in education," said Ward, who said business must stimulate career interest among the young if it hopes to attract trained and motivated workers later.

Quick to respond to that kind of reasoning has been Texas Instruments Inc., which loaned executive Robert Brown Jr. to serve as coordinator of the program. Brown recently spent a week at the University of Ohio learning the ins and outs of running the project.

Last spring, the Career Education Advisory Committee sponsored Project TARGET, a video art program that brought 20 high school students into local factories.



High School drafting students tour TI

In late May, a group of Attleboro High School students led by drafting instructor Rene Nault toured the MSD Drafting Department areas in Building 12 and the CAD area in Building 10. In the photo above, the students are being shown product design drafting procedures by Mr. Nault (far left) and TI Sr. Product Designer Doug Mayall. The tour was arranged by MSD Drafting Supervisor Joe Call and Training Administrator Bob Brown.

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NORTHEAST

Chenango-Delaware Counties, New York

Abstract of Project

The Chenango-Delaware team sensed that local citizens were unaware of many of the problems and opportunities that existed in business and industry--not only locally, within this rural area, but within the business world at large. In order to increase the career awareness of residents, particularly youth, business persons, and educators, the team sponsored a series of learning and motivational activities during the year, including a high-technology seminar; the Career Conversations Project for parents and students; Operation Enterprise for high school leaders; Excellent Attendance Awards; and the Forum Project, which enabled teachers to spend time at an industrial corporation.

Community Profile

The community served by the project team actually consists of a two-county area in central New York that is made up of several small rural towns and villages. The counties cover more than 900 square miles, and the population is approximately ninety thousand.

The area is largely agricultural. Yet, because of the abundance of natural resources, the Chenango Canal, and a freight railroad, a large number of manufacturing companies have opened headquarters or branch offices there. Among the better known large firms are Norwich-Eaton Pharmaceuticals (a subsidiary of Proctor and Gamble Company), Simmonds Precision, Bordon, and the Bendix Corporation. Several smaller manufacturers (e.g., leather products) and other businesses are scattered throughout the counties.

There are eighteen elementary and secondary schools, including an area vocational center. Postsecondary opportunities are provided through one agricultural-technical school, an extension program of a second such school that is located outside the counties, and two universities (Colgate and Oneonta State), both about ten miles beyond the counties' boundaries.

Prior to this project, since 1975, several career-guidance-related activities had been initiated by a community group called the Chenango-Delaware Business-Education Council (BEC). For example, the council encouraged career education in the schools and sponsored Operation Enterprise, a program providing management training for selected high school youth, as well as the Excellent Attendance Award, aimed at motivating youth to develop strong work habits.

The Community Team

The ten members of the team represent several organizations. These include: Simmonds Precision (manufacturers of gas turbine and electrical systems); The Evening Sun (newspaper); South New Berlin Central School; Raymond Corporation (manufacturer of electric forklifts and computer systems); Walton Central School; National Bank and Trust Company of Norwich; Region 8 Occupational Education Office; Delhi Agricultural and Technical College; and Norwich Central School District. The tenth team member is a retired manager of Norwich-Eaton Pharmaceuticals.

The team members, although recognizing themselves as a separate unit from the national project, are actually part of the twenty-nine member Business-Education Council (BEC). The BEC was originally formed as an outgrowth of an advisory group for the Career Guidance Institute sponsored by the National Alliance of Business. Members and participating organizations have changed over the years, but the approximate size and purpose of the council has remained the same. The council operates on a no-paid-staff basis, raising funds as needed through activities and contributions from business and education, each of which supplies 50 percent of the members.

The individual who became the project team captain was employed by the Delaware-Chenango Board of Cooperative Educational Services (BOCES) when he was contacted by the National Center. As an active member of the BEC, he saw that the national project's goals were very similar to those of the BEC--and could, in fact, help the BEC implement its overall plans. He presented the project application at the next BEC meeting and received unanimous approval to submit a proposal.

A subgroup of the council was officially approved as a team, with the two-county area as a site. The team captain went to the training sessions in Columbus, Ohio, and then returned to Norwich and conducted a training session for the group. Immediately, the team began the newest phase of its public- and private-sector collaboration.

During the year, the team members communicated in person at their monthly council meetings as well as at their numerous subcommittee sessions. The team captain, as BEC secretary, took the lead in corresponding with and telephoning team members about project-related tasks. Another team member did voluntary write-ups of the project activities. When the captain switched jobs from the BOCES to private industry four months after the project began, he maintained his same involvement with the team and project.

Selecting Target Population

Each year of its operation, the BEC has determined what audience it would serve, based on a roundtable discussion of the results of the previous year's activities as well as the overall purpose of the council. The team used a similar method in choosing the target group for this project.

Comments heard from business representatives on the council pointed to students', parents', and educators' lack of knowledge about the business world, particularly that involving high technology. At the same time, many business/industry personnel were unaware of issues that the schools were facing. The group settled on business/industry personnel, parents, students, and educators as its target population.

Assessing Needs

The needs of the target group emerged during BEC discussions of past activities, strengths of team members, and available resources. A formal needs assessment, as such, was not conducted. Members believed that they knew the needs very clearly (i.e., more and better career information plus motivational strategies). They wanted to move quickly into meeting those needs over the coming year.

Developing an Action Plan

The action plan began as an oral discussion by team members during the training session. A decision was made to focus on the folowing goals and objectives in the project:

- Goal 1: To bridge the technological gap between business and education, so each is keener and clearer of the ideas and needs of the other.
  - Objective: To conduct a High-Technology Seminar for students, business managers, and educators.
- Goal 2: To provide a tool for parents and teachers to use with students in career guidance.
  - Objective: To conduct Career Conversations Programs at selected schools.
- Goal 3: To assist high school students to develop skills in management and career guidance.
  - Objective: To sponsor Operation Enterprise for selected high school students.
- Goal 4: To encourage students in developing work attitudes through school attendance.
  - Objective: To give Excellent Attendance Awards.

- Goal 5: To establish a program where business, industry, and educational institutions will link up to discover more common interests.

  - Objective: To conduct, as part of the Forum Project, an awareness program to allow teachers to spend time in industry.

The team captain agreed to write up the finalized action plan, which did not change over the course of the year.

Identifying and Acquiring Resources

During the planning phase, team members identified several requirements needed in order to conduct the activities. These included meeting space, typewriters, duplicating machines, printing, supplies, media, and other items. The members donated their time to the project and their employers provided considerable in-kind support, such as telephones and duplicating services.

A fee of $35 was charged to participants in the High Technology Seminar. No other fees were charged for activities, so the BEC contributed from its treasury as needed. Substitute teachers for the two teachers in the Forum Project were paid by the school district. Operation Enterprise required $12,000 for scholarships for the students, and these funds were obtained through donations from organizations throughout the two counties.

Implementing the Plan

The first activity for the year was the High Technology Seminar, which was held at a resort/conference center in Cooperstown. Extensive publicizing and recruiting of participants was done by the team, and approximately eighty business representatives attended the one-day event. Several workshops were conducted, and a series of small-group discussions were held to identify problem areas and possible solutions for follow-up. (See attached newspaper clipping.)

After this, the team implemented the other planned activities. The arduous screening process for Operation Enterprise was begun. High school students submitted applications and recommendations, and selections were made. Fifteen students attended the ten-day training program sponsored by the American Management Association. After the students returned, they put on a motivational program for fellow students. At press time, plans were underway for an appreciation dinner for sponsors.

The Career Conversations program involved a series of activities at local junior and senior high schools. These included panel discussions by

employers, a career workshop, and job-shadowing experiences in selected companies. (See attached newspaper clipping.)

The Excellent Attendance Awards were made to approximately fifteen hundred students who missed four or fewer days of classes during the school year.

The Forum Project focused on two biology teachers from Norwich High School. The two teachers spent five days at the Norwich-Eaton Pharmaceutical Company. The program emphasized the company's research and development efforts, but also provided an orientation to quality assurance, government regulations, data processing, human resource development, and the pharmaceutical manufacturing process. (See attached newspaper clippings.)

Evaluating the Project

For the High-Technology Seminar, the team used a pretest and posttest of participants to evaluate its effectiveness. Prior to the opening of the seminar, each person was asked to complete a one-page questionnaire. Items measured two factors: knowledge (of impact of high-technology on business/industry, schools, and student) and satisfaction (with the seminar). At the end of the seminar, participants completed the same questionnaire, which also served as a posttest. An analysis of the change scores of the 55 percent who completed both forms revealed the following:

- A total of forty persons (four students, twenty-one educators, and fifteen business personnel evaluated the event.
- All reported a gain in knowledge.
- All rated the seminar "good" or "excellent."

Open-ended comments were mostly positive, with the following constructive criticisms:

- Very helpful, interesting interchange of ideas and opportunity to meet leaders of education and industry.
- Exciting! Let's get started.
- The service sector of the economy is not/was not, at this meeting, well represented.

Based on the results of the pre- and posttests, plus the general reactions heard by BEC members, the team recommended that future seminars, with some modifications, be conducted. In addition, the Forum Project was initiated to enable educators to spend time in industry.

The teachers who participated in the Forum Project were asked to evaluate their experiences subjectively and to write a report of their reactions. Both teachers rated their experiences highly. Positive comments were made about the following: introductory information sent and received prior to visiting, length of experience (one week), time schedule, and overall format. Suggestions for improvement included informing personnel of purpose and background of teachers, scheduling visits according to the developmental sequence of products, providing more information on company, providing regular breaks, and spending less time with films.

The team has plans to evaluate the other activities later in the year.

Taking the Next Steps

The Chenango-Delaware Business-Education Council will continue indefinitely, although the project team, as a separate subgroup, will remerge with the larger unit. Future activities of the council will focus on strengthening the collaboration of business and education. A slide-tape presentation on activities will be completed. A "moving event" in the fall will feature a special train ride from one end of Chenango County to the other end and back again. Decision makers from business, local government, and the counties' communities at large will be invited to the event in order to discuss planning issues en route and to visit economic development points of interest (e.g., major industrial plants) along the way.

The team's programs (Operation Enterprise, Career Conversations, Excellent Attendance Awards, and the Forum Project) will continue.

Suggestions for Other Communities

Team members had the following suggestions for communities that want to do more collaborative projects:

- As a team, initiate projects that stimulate interest and heighten awareness, but do not try to provide ongoing services.
- Choose a concrete project or projects that can be accomplished in a given time period. Avoid nebulous "grand designs."
- Be action-oriented; let members and the community see results of talking and planning.
- Meet on an agreed-upon day of the month.
- Select a strong leader who can be the "glue" to hold the team and project together.

- Choose team members individually (rather than as representatives of particular organizations), based on their strengths and commitment to the team's goals. This should ensure continuity, even when individuals change employers.

For more information on this community, contact:

Mr. Richard H. Dansingburg
Human Resource Development Specialist
Simmonds Precision
P.O. Box 310
Norwich, New York 13815
(607) 335-5127

NHS teachers 'go to school'

THE EVENING SUN 9

Two Norwich Senior High School science educators embarked April 14 on a special, new program designed to arm them with a deeper insight into the workings of Norwich Eaton Pharmaceuticals, a subsidiary of Procter & Gamble Co. They can later integrate these "real life" observations into their courses for their students.

Titled "Forum Project" and sponsored by the Chenango-Delaware Business Education Council, the program will provide 40 hours of orientation for high school teachers Raymond B. Maginsky and James R. Wysor.

Because both men teach biology, their program at Norwich Eaton, a total of five eight-hour days, will be concentrated chiefly in the research and development and pharmaceutical manufacturing.

The Chenango-Delaware Business Education Council, now in its eighth year, is a joint venture of leaders in business and education. The council initiates and sponsors various programs aimed at fostering closer communication and understanding between the two groups. Project Forum at Norwich Eaton is a pilot project which, if successful, will be extended to other types of industry and include teachers of subjects related more closely to those businesses.

The Norwich Eaton pilot project was developed by Dr. Robert Cleveland, superintendant of the Norwich Central School District; Dr. Paul Preuss, principal, Norwich Senior High School; Richard Dansingburg, Simmons Precision; Dave Greenfield, NYSEG; Ruth Behrens, Kathleen Fitzgerald, Dr. Richard A. Hill, Dr. F. Ebetino, and John R. Huhtala, all from Norwich Eaton. On behalf of the Business Education Council, Gerald Griffith, assistant superintendent, South New Berlin Central School, is serving as the facilitator for Project Forum.

Science teachers study business

NORWICH — Two Norwich Senior High School science teachers embarked last week on a special new program designed to arm them with a deeper insight of local business.

Raymond B. Maginsky and James R. Wysor, both of Norwich, are involved with the Chenango-Delaware Business Education Council's Project Forum.

The teachers are receiving a deeper insight into the workings of Norwich Eaton Pharmaceutical Co., a subsidiary of Procter & Gamble Co.

The program is designed to allow Maginsky and Wysor to integrate the real life work and business observations into their courses.

The two teachers will receive about 40 hours of orientation.

Both teach biology. Their program at Norwich Eaton will be concentrated chiefly in the research and development laboratories at Woods Corners. The two also will learn about quality assurance, government regulation of industry, data processing, human resource development and pharmaceutical manufacturing.

The Chenango-Delaware Business Education Council, now in its eighth year, is a joint venture in business and education. The council initiates and sponsors various programs aimed at fostering closer relations between the two groups. Project Forum at Norwich Eaton is a pilot project that, if successful, will be extended to other types of industry and include teachers of subjects related more closely to those businesses.

The Norwich Eaton project was developed by Robert L. Cleveland, superintendent of Norwich Schools; Paul Preuss, Norwich High School principal; Richard Dansingburg, Simmonds Precision; David Greenfield, New York State Electric & Gas Corp.; and Ruth Behrens, Kathleen Fitzgerald, Dr. Richard A. Hill, Dr. Frank Ebetino and John R. Huhtala, all of Norwich Eaton.

Gerald Griffith, South New Berlin Central School District assistant superintendent, represents the Business Education Council and is serving as the facilitator for Project Forum.

Evening Press, April 1983

Business, educational leaders attend seminar

COOPERSTOWN — The Chenango-Delaware Business Education Council has developed a committee to continue to advance a diologue between the business and educational community established at a high technology seminar held here recently.

Approximately 80 representatives of the educational and business communities in a several county area attended the seminar held at the Otesaga Hotel and sponsored by the council. Co-chairmen were Fred Hall, South New Berlin superintendent of schools, and James C. Gleim, Evening Sun general manager.

The purpose was to explore the relationship between technological advances as they apply to industry in general and especially local business interests, and the role of the educational system in addressing those advances. The format included morning and afternoon workshops to carry through with presentations from several speakers, including Jay Boak, a representative of the State Education Department; Hall; Dr. Paul Preuss, principal of Norwich High School; Tim Bray, an employee of Norwich-Eaton who offered a former student's perspective; Bill Brooks, plant manager at N-E; John Riley of The Raymond Corp. in Greene; and Richard Dixon, area service manager for C&U Telephone.

The seminar developed problem areas and discussion centered on possible solutions, with various community representative groups to follow up at future meetings. Those solutions will attempt to concentrate on non-academic areas, offering educators working experience in various industrial plants to acquaint them with specific employment needs, and developing a newsletter to offer information on job opportunities, meetings of interest and equipment.

The Evening Sun

October 29, 1982

WCS High School Students Hear How It Is in Real World

Walton Central high school students heard how things are "on the outside" Friday as panels from business, industry, farming and service firms presented the first of two career-day seminars.

Sophomores, juniors and seniors gave rapt attention to panels whose members gave down-to-earth talks on their jobs and what employers expect from them on the job.

Speakers on the five Friday panels represented the health professions, health technicians, technical personnel from industry, private business and agriculture production.

"If you love your job, it's like a vacation every day," declared George Morgan, president of Tyrbach farms who noted that he always wanted to go into business for himself.

The agricultural panelist admitted, "I don't know all the answers."

He advised that the best course is to find an expert and related that he found a herdsman, Bob Kimmel, who started for a nominal salary, earned increments and ultimately left for a $50,000 a year post elsewhere in that field. Mr. Kimmel, he stressed, had only a high school education but he possessed expertise in his field and the drive and ambition to succeed.

A Good Impression

Dominic Morelles, a veterinary science instructor at State University at Delhi and another agriculture panel member, observed that the college program is an intensive one, preparing students for veterinary assistance.

Once a graduate is on the job, he made this point.

"If you are in an office and you do not make a good impression upon the people who come there, you downgrade the office."

He also warned that the veterinary science course is "very intensive."

Speaking to a group of more than 40 as a member of the private business panel, Gary Dreibelbis of S.J. Bailey & Sons, Inc., told the high schoolers, "You are selling your product to your employer for money. The company is selling its product to the customer for money. If that product is shoddy, you lose customers."

He emphasized that future employees should have the basics of reading and math to obtain a job in his firm which will proceed to teach them to work into its mould in such jobs as setting up and operating machinery.

Ray Hamilton of the Del Met Corporation management team told the listeners that his firm employs 200.

"Three essentials are that we produce quality goods, sell them at a fair price and provide swift delivery," he declared. "If we can't meet any of these qualifications, we lose the customer."

When youths come for interviews, he explained, the interviewer attempts to get the job prospect to talk. The applicant, he said, should emphasize that he wants the job and be willing to work extra hours if necessary. The ability to "get along with people" is an important employee trait.

"You'll have to prove that to the interviewer," he declared.

Scott Man Speaks

The importance of knowing how to prepare a good resume was emphasized by Kenneth Page of Scott Machine Development corporation.

"At Scott, we are strict about being on time. We have let people go because they are late."

The firm also is adamant in making certain safety rules are followed.

While hourly employees work within time framework, he said, management is on a different plateau. He pointed out that managers frequently work nights, week ends and holidays. In addition, managers are problem solvers. He felt he likes to have a problem solved by the day's end, so he does not bring it home with him.

Marriage Did It

A reporter next went to the professional health panel where Dr. William Korwan got a laugh to the answer he gave on financing his dental education.

"I got married," he said, his wife being a nurse.

He observed that when he commenced his education, tuition was $2,500 and was $6,000 when he completed it. Today it ranges from $8,000-12,000.

"I've been practicing six years, and I am just paying off my indebtedness. You borrow from every place you can."

More Chenango-Delaware Publicity

Walton Reporter
April 1983

NORTHEAST

Nashua, New Hampshire

Abstract of the Project

Nashua team members set a long-range goal for themselves: the establishment of a community-based career guidance system in Nashua. They decided that in-school youth would be the first target group they would serve. The team established a computer-assisted career guidance network in the secondary schools, expanded the contents and use of a Community and Business Resource Manual, promoted career guidance at the annual Vocational Education Fair, and set the stage for a junior high school nontraditional career day, individualized career development plans for high school students, and elementary-level career guidance activities.

Community Profile

Nashua, a town of sixty-eight thousand residents, traces its history back to English settlers in the late 1600s. Over the years, the area has enjoyed a steady growth, mainly from manufacturing and tourism. The community and its surrounding neighbors have not felt the bite of unemployment experienced by much of the country in recent years. In fact, Money magazine in 1980 named Nashua as one of the ten best American cities in which to live. The community was also proclaimed the country's fifth safest crime-free city.

Nashua is located in the "Golden Triangle," an area that is experiencing rapid industrial growth. The town boasts several dozen businesses and industries, including producers of computer hardware and software, plastic and paper products, steam turbine generators, wood products, and industrial and miscellaneous tools and equipment. The state of New Hampshire and the New Hampshire Association of Commerce and Industry are actively promoting economic development in Nashua and elsewhere in the state. Residents pay no state income tax, sales tax, or excise tax on autos.

Nashua's public educational system includes twelve elementary schools, three junior highs, and two high schools. At the postsecondary level, residents can choose among three colleges and a vocational-technical college (plus five other vocational technical colleges within the area). Manchester's colleges are eighteen miles to the north, and Boston is thirty-four miles south.

Prior to the project, organizations within Nashua had in place several activities that related to career development. For example, the Adult Learning Center offered career counseling, vocational education classes, and day-care services. The school district had a strong vocational education program with more than 150 residents serving on advisory committees. Each year, the district sponsored a public vocational education promotional show

in the shopping mall. The Chamber of Commerce had sponsored several collaborative efforts, including offering vocational training at local institutions to employees of new industries. The local chapter of Boys Club of America was beginning to emphasize career exploration as a club priority. Although all of these efforts were valuable, the contact among those involved was casual and little collaboration or sharing of resources was taking place.

The Community Team

The team has included seventeen individuals representing the following: Nashua School District, Girls Club, Boys Club, Adult Learning Center, Chamber of Commerce, Private Industrial Council, the local office of the Federal Aviation Administration, Sanders Associates Inc. (personnel specialists), and the Kollsman Instrument Company. Two additional "unofficial" members include the operations manager of Southern New Hampshire Services (JEDPA) and the vocational guidance consultant of the New Hampshire State Department of Education.

Formation of the team was initiated by the vocational education director of Nashua School District, who became aware of the national project through correspondence he received from the National Center. He immediately contacted the school district's newly hired community-school coordinator, and the two of them began circulating project information to persons they knew would benefit the project. The community-school coordinator agreed to serve as team captain and attended a three-day training session in Columbus, Ohio. Along with team captains from the other states, she learned the purpose of the national project, the project's model for community-based career guidance, available technical resources for the Nashua team, and evaluation strategies that would be implemented.

After returning from Ohio, the captain called the team together, shared what she had received during the training, and helped the team develop what was to become its action plan for the year. The team continued to meet at least once a month throughout the year, and members talked frequently to one another by telephone.

Selecting Target Population

The team decided to focus primarily on in-school youth, kindergarten through twelfth grade, although some attention was also given to adults. Within the school-age group, the first-year emphasis has been on junior and senior high school students, followed by elementary students.

The decision to begin with in-school youth came about through discussions by the team. It made sense to build on existing resources

(e.g., the computer-assisted guidance system that had recently begun in the high school) and, at the same time, attempt to "catch" junior-high studentsprior to their making critical decisions about high school courses. At the same time, team members from community agencies such as the Boys Club, Girls Club, and Adult Learning Center, saw the need to involve at least a portion of the community not directly served by K-12 programs.

As a result of these discussions and several needs assessment surveys (see "Assessing Needs"), the team decided not to reach as many citizens as possible, given the limitation of resources, but to focus on Nashua's youth--those in school and those participating in a community youth agency.

Assessing Needs

As mentioned earlier, the team members had a strong inclination to focus on school-age youth from the very beginning. Each member's experience with youth, parents, and employers pointed to this target group. As a check on members' judgments, however, they decided to administer a series of needs assessment surveys. The questionnaire used was adapted from the Career Planning Support System (CPSS) developed through a federally funded project of the National Center. (See attached Survey Questionnaire.) It was administered to several groups of Nashua citizens, including the high school vocational advisory committees, Boys Club members and families, Nashua Area Personnel Group, users of the Adult Learning Center, visitors to the annual Vocational Education Mall Show, and citizens who read Communique (a publication of the Nashua Chamber of Commerce).

Although not a rigidly controlled assessment, the results of the surveys supported the team's decision to focus on the career guidance needs of youth. The career development skills areas deemed most critical were (1) knowing oneself and others, (2) getting the education and training one needs, and (3) exploring education and training. Subjective comments made about Nashua's existing career guidance program reflected a general lack of awareness of what was already available and a desire for more and better career guidance in the community. As one respondent put it, "I feel it's very important to help young people early--in junior high. Having career days with parents . . . helps introduce them to several different job fields and starts them thinking about the future."

Developing an Action Plan

Over a period of ten weeks, subcommittees of the team developed a master action plan. As a first step, team members agreed that their overall goal was "to establish a community-based career guidance system." They

would accomplish this goal by implementing the following series of objectives:

- Objective 1: To establish a process for developing a career plan for every student
- Objective 2: To establish a computer-assisted career guidance network at the high school, three junior high schools, Boys Club, Girls Club, and Adult Learning Center
- Objective 3: To establish a subcommittee to recommend computer-assisted guidance materials for use at the elementary level
- Objective 4: To conduct appropriate career guidance activities related to traditional and nontraditional careers at each participating organization
- Objective 5: To develop further and promote the use of the Nashua Community and Business Resource Manual

Under each objective, the team members outlined specific activities, person(s) responsible, resources needed, costs (if any), evaluation strategies, and a proposed timeline. The members critiqued various drafts of the plan and came to agreement on what they would try to accomplish.

Identifying and Acquiring Resources

The team has made wide use of donations as well as in-kind resources. The largest donation has come from Digital Equipment Corporation, which has made available, on a 50 percent cost-sharing basis, more than $50,000 worth of computer hardware and software. As a result, computerized guidance systems have been installed in the high school and the three junior highs. Matching funds for the computer hardware and software, as well as some printing costs and school staff time, have come from federal career education and block grant monies, as well as from state and local educational funds.

Numerous in-kind contributions have been made by all of the organizations represented by the team. These include on-the-job time of team members, meeting space (primarily at the Superintendent of School's office), photocopying of agendas and other materials, and supplies. The high school graphics department printed the three-ring binder covers and contents of the Community and Business Resource Manual as part of its annual operating budget. Other groups have also made donations. For example, costs of operating a computer display at the Mall Show were picked up by Digital Equipment Corporation and Nashua Rotary.

Implementing the Plan

The team began with the computer-assisted career guidance network. Arrangements were made with Digital Equipment Corporation to obtain additional computers for the schools. At press time, negotiations were proceeding for terminals to be installed at the Boys Club, Adult Learning Center, and other community organizations. The team acted as facilitator to help the various organizations make active use of the new system.

Meanwhile, the team members continued to develop and disseminate the Community and Business Resource Manual. More than sixty organizations have agreed to be listed in the manual, and over 650 teachers and the local libraries have copies for use in career exploration activities.

Next, the team sponsored an exhibit at the Vocational Education Fair held at the community's shopping mall. Passersby were given information on career guidance and received hands-on experience with a computer terminal and career guidance system.

The remainder of the team's activities were postponed until the beginning of the new school year. (See "Taking the Next Steps.")

Evaluating the Project

This far, the team has kept most of its evaluation informal. At the monthly team meetings, updates and feedback on activities are shared by members, and necessary adaptations in plans are made. Evaluation forms have been collected from school and community users of the resource manual, and a summary of findings is planned. Team members have expressed interest in collecting additional impact data. Among the strategies being considered are quantitative measures of computer use by students and measures of satisfaction and knowledge gained by participants in such activities as the Nontraditional Career Day.

Taking the Next Steps

Although the national project officially ends, team members have indicated their willingness to continue with planned activities. Among the future plans under discussion are (1) further expansion of the computerized career guidance system in Nashua as well as in neighboring communities; (2) the eighth-graders' Nontraditional Career Day, as well as additional nontraditional career days and other activities for males and females at various age levels; (3) development of an individualized career plan for each student; (4) ongoing revisions and dissemination of the resource manual; and (5) more self- and career-awareness activities at the elementary level.

Suggestions for Other Communities

Team members offered the following suggestions for communities that want to establish collaborative programs:

- Choose team members who are already doing things, since they have demonstrated they can get work done. Start small, and add others later.
- Do not start a new project in the summer. Perhaps train the leaders in the summer, but start officially in September.
- Set up the calender of meetings for the year, using the same day of the month, time, and meeting place. Use a written agenda for meetings, and mail it in advance. Phone members the day before to remind them to be there. Take minutes and distribute these to everyone to be certain there is a record of decisions.
- Be flexible in planning and able to change approaches when obstacles arise.
- When sponsors offer to make contributions to the project, arrange to meet with them early to determine all procedures and requirements.

For more information on the activities of this community, contact:

Ms. Marguery Navaroli
Community-School Coordinator
Nashua High School
Riverside Drive
Nashua, New Hampshire 03061
(603) 889-5400

Nashua Survey Questionnaire

CAREER PLANNING SUPPORT SYSTEM

We have grouped career development skills into five general areas and would like to know how important you feel it is to acquire skills in each of these areas. Your opinions will help us in determining where to initially focus our efforts in order to improve our career guidance program.

1. It is my opinion that career planning should begin at the

____	7th grade level	____	10th grade level
____	8th	____	11th
____	9th	____	12th

2. Career Development Skills Areas

Please place a "1" in the space in front of the areas you believe to be the most important career development area to stress. Place a "2" in front of the area you feel is second in importance. Continue ranking the remaining areas, giving the area you feel to be least important a rank of "5". Be sure to rank all areas.

Rank

____ I. Getting a Job and Keeping It - Skills needed to locate, obtain, and adjust to a job.

____ II. Exploring Education and Training - Skills needed to find out information about various educational or training programs that can best prepare for a job.

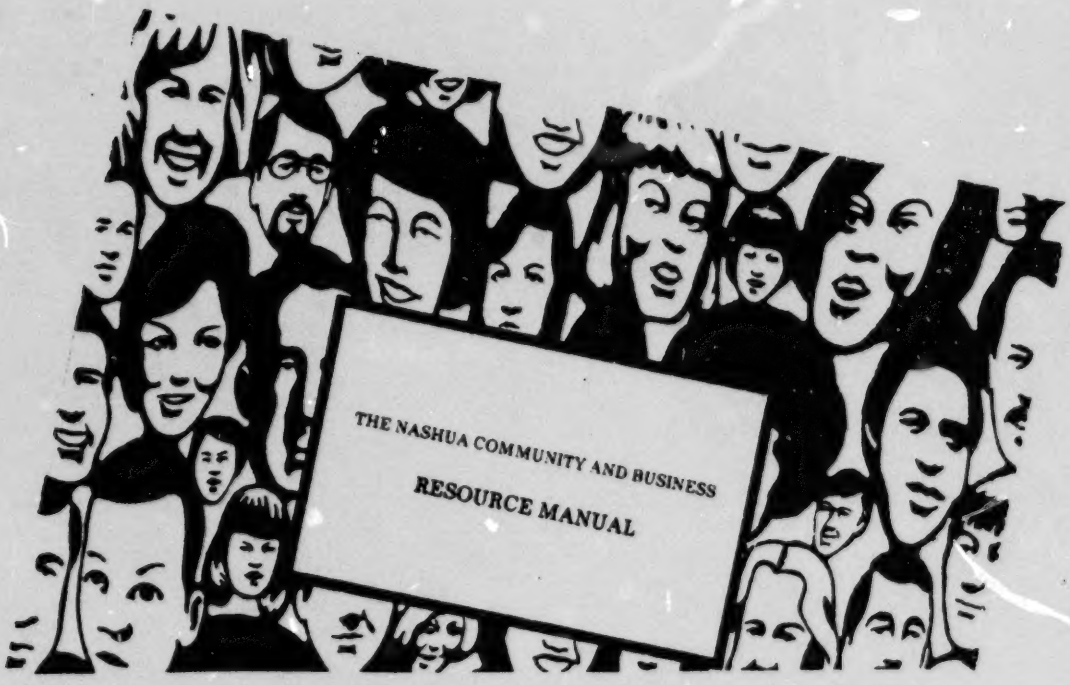
____ III. Exploring Jobs - Skills needed to find out information about jobs in order to relate ones interests, abilities, and values to various jobs.

____ IV. Getting the Education and Training One Needs - Skills needed to locate, enter, and adjust to an educational or training program.

____ V. Knowing Oneself and Others - Skills needed to become aware of oneself and ones environment in order to be effective in the changing world of work.

Yes	No	
3. ____	____	In general, do you think it is important for professional staff to help young people choose and plan for the type of career they want and the education and/or training it requires?

4. Please add any comments you wish to make about Nashua's career guidance program.



NAME OF BUSINESS: DIGITAL EQUIPMENT CORPORATION

BUSINESS ADDRESS: Continental Boulevard, Merrimack, NH 03054

NAME OF CONTACT PERSON: Greg Soucy, Community Relations

TELEPHONE: Contact in writing

BRIEF DESCRIPTION OF BUSINESS: Design, manufacture, sale, and maintenance of computers and computer products. Field Trips will be arranged from time to time, dependent upon availability of personnel and equipment. All inquiries must be made in writing addressed to Contact Person named above. Include the following information - full name, address and phone number of person in charge. Purpose/objective of the visit. Date and time preferred (with at least three weeks notice). The average age of group and their general level of experience. What, if any, computer experience the group has. Number of students in group (12 preferred, 15 maximum).

SIZE OF GROUP FOR FIELD TRIPS: 12 preferred, 15 maximum

DAYS OF WEEK BEST: M T W T F **TIME OF DAY:** Arrange at time of contact

ADVANCED NOTICE REQUIRED: Yes, three weeks

APPROPRIATE AGE LEVEL: Grades 7 through 12

AREAS OF PARTICIPATION:

_____ ADOPT-A-SCHOOL	_____ STUDENT SHADOWING
_X_ FIELD TRIPS	_X_ SPEAKERS *
_____ MENTORS	_____ TUTORS

*SPEAKERS--For Career Days--Contact Greg Soucy in writing--see address above.

NORTHEAST

North Windham, Connecticut

Abstract of Project

Windham and the surrounding area were faced with a growing number of "at-risk" youth who were finding it extremely difficult to stay in school and/or to find meaningful employment. Since available services for these youth were limited and shrinking, the team stepped in with a wide-ranging program of its own. This included career guidance programs in several high schools, an alternative learning program for students unable to succeed in regular high schools, specific job training for certain youth, a formalized process to identify at-risk youth and their employability needs, an experiment with computer-assisted instruction in basic skills, and classes in English and life skills for limited-English-speaking youth.

Community Profile

The community served by the project is a rural area in eastern Connecticut that covers almost 650 square miles. It is made up of two Labor Market Areas (LMAs) designated by the U.S. Department of Labor. Within these two LMAs (out of sixteen total in the state) are eighteen small towns. According to the 1980 census, 108,000 people are residents.

The area is largely agricultural, with undeveloped forest land and waterways, with relatively few industrial sites or large businesses. The greatest percentage of nonagricultural employment is in the government sector, including the University of Connecticut and Eastern Connecticut State College. Many residents commute out of the area in order to find jobs.

The educational system includes ten high schools, two regional vocational-technical schools, and a regional vocational-agriculture program for secondary students. At the postsecondary level, there are two four-year colleges, a community college, a state vocational training school, and several private vocational schools, that offer cosmetology, aviation, data processing, and health-related career training.

Prior to this project, career guidance activities were mainly centered in the public schools. EASTCONN, the regional educational service center, provided leadership and technical assistance in career education, vocational education, and career guidance for thirty-three school districts. Two groups known as the Vocational Action Team (VAC) and the Youth and Adults with Needs-Willimantic (YAWN) Committee also existed to encourage community collaboration and help youth make the transition from school to work.

The Community Team

The nineteen-member team has been chaired by the director of instructional services for EASTCONN. Other team members represent the following: Willimantic Chamber of Commerce, Killingly-Brooklyn Chamber of Commerce, Personnel Brand Rex (a manufacturing firm), Windham Public Schools, EASTCONN, Killingly Public Schools, Rogers Corporation (a manufacturing firm), and Quinebang Valley Community College.

The decision to form a project team came about through the initiative of the team captain. She had learned of the national project through communications sent to her by the National Center. At the time project applications were being requested, EASTCONN received word of funding for a related project, Jobs for Connecticut Youth (JCY). The means and ends of that project were very similar to those of the national project. The team captain and JCY advisory group saw that participation in both projects could extend the benefits and resources of each one.

Once selected as an official project team, the members proceeded to develop an action plan. Members generally met once a month for two hours in the early morning or during dinner. They did not have a meeting if there was little or no action to be taken. Instead, the team captain in made frequent phone calls to members involved in particular decisions. Subcommittees were formed to oversee the team's activities, and these smaller groups followed the same meeting/phone call pattern. Since the JCY project provided part (i.e., one day per week) of the captain's regular salary, she was able to devote considerable on-the-job time to communicating with team members and otherwise supervising project activities.

Selecting Target Population

The team captain and other team members selected at-risk youth as their target population. Youth were at risk if they were economically disadvantaged, educationally disadvantaged (i.e., two or more years behind grade level), high school dropouts, pregnant adolescents, had limited use of the English language, or had a high truancy or suspension rate.

The team chose this target group because it was the population that seemed to have the most barriers to successful employment and because the level of services available for them was not adequate to accommodate the growing numbers.

Assessing Needs

Needs of the target population were determined in two ways. In 1982, the team captain's agency, EASTCONN, had conducted a formal planning study of the Willimantic Labor Market Area for the Division of Vocational and

Adult Education, Connecticut Department of Education. A similar study had been completed for the Danielson LMA. These two studies produced a large amount of data on the needs of youth and adults, as well as the programs and services available (or not available) to them.

The team members reviewed the results of these studies and added to them their own findings as experts in the areas they represented on the team. They concluded that the greatest needs of the at-risk youth were (1) additional and better career guidance for prevention of dropouts, (2) specific job training, (3) basic skill development, and (4) instruction in English as a second language as well as life skills (e.g., how to find an apartment).

Developing an Action Plan

The team agreed upon a rather comprehensive set of goals and objectives to accomplish during its first year. These were as follows:

- Goal 1: To institutionalize a process for regional public/private collaboration in order to enhance employment of at-risk youth.
  - Objective 1: To develop effective avenues of communication between the education and business/industry communities to enhance their working together.
  - Objective 2: To coordinate resources to provide programs and services for the improvement of career guidance.
- Goal 2: To reduce the dropout rate of targeted local educational agencies (LEAs) with high dropout rates.
  - Objective 1: To institute a career guidance program in at least five high schools.
  - Objective 2: To provide programs and services, through an alternative learning environment, that will encourage students to continue their schooling.
- Goal 3: To increase the employability skill level of at-risk youth.
  - Objective 1: To provide specific job training to increase employability of at-risk youth.
  - Objective 2: To develop and implement an identification process to identify specific at-risk youth and their employability needs.

- Goal 4: To increase the level of basic skill development of at-risk youth in order to increase their employability.
  - Objective 1:. To test the hypothesis that students receiving computer-assisted instruction (CAI) will show significantly greater improvement in basic skills than students using a more traditional approach.
  - Objective 2: To provide instruction to limited-English-speaking, out-of-school youth in the areas of English and life skills.
- Goal 5: To provide for outgoing evaluation of these programs and services.
  - Objective 1: To establish a procedure to implement evaluation activities.
  - Objective 2: To implement evaluation procedures.

The team members decided to try a number of activities because they had funds from the JCY grant and because they wanted to show the communities that it was possible to have a positive impact in a relatively short period of time. All members participated in writing the draft plan, and the team captain did the finalizing of details. The team followed its plan throughout the year without making any significant changes in it.

Implementing the Plan

The team began to implement all project activities in Fall 1982, shortly after the team was organized. Career guidance activities, including computer software packages for students in eight schools and workshops for guidance counselors and career education specialists, were provided.

An alternative high school program, which was to be dropped, was reinstated by the project team. Fifteen students received instruction in microcomputers, a student-operated business, and a work-study program.

A nurse's aide vocational training program was offered at a local nursing home. A total of fourteen students completed the training. The team also succeeded in providing English-as-a-second-language (ESL) classes and approved a process for identifying at-risk youth and their specific needs.

Evaluating the Project

The team participated in the evaluation activities conducted by the national project staff. In addition, each activity included a brief evaluation of the processes followed, with favorable results. At press time, the team was considering a more formalized evaluation of impact on clients. As part of the JCY grant, an evaluation was conducted by Public/Private Ventures, a Philadelphia firm. Although details were not available by press time, the general reaction to the project was favorable, according to the team captain.

Taking the Next Steps

The team will continue its efforts for at least one more year. All of the current activities will be maintained or expanded to include more at-risk youth. The team captain has agreed to continue her leadership role.

EASTCONN has been selected as the administrative agent for the Private Industry Council (PIC) in this Service Delivery Area (SDA) to assist in the implementation of the new Job Training and Partnership Act funded by the federal government. The team is anticipating that, since the geographical area for this new assignment is the same as that of the national project, all planned activities will supplement and complement each other.

Suggestions for Other Communities

Team members offered the following suggestions for communities that are considering similar collaborative projects:

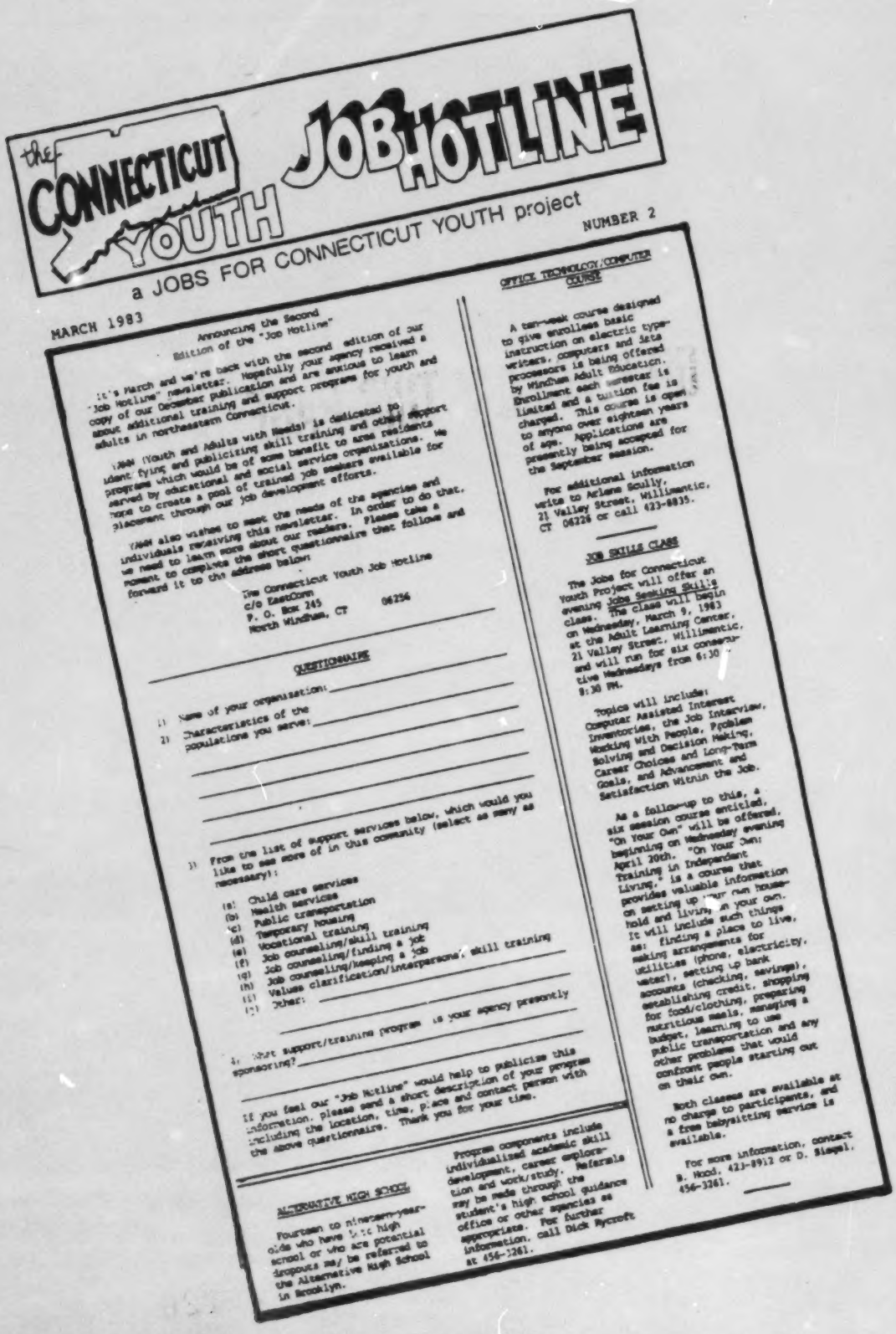
- Keep interagency agreements informal in the beginning of collaborative efforts. Eventually, some "rules" will be needed, but give the project time to get off the ground.
- Involve top managers or chief executive officers only at key times. Do not expect them to participate in meetings where details must be hammered out. Instead, encourage them to delegate others to do this work.
- Having dollars, such as a grant, helps legitimize a group and activity to others. The others may contribute financial resources to the cause as a result of this impetus.
- Schedule team meetings in the early morning or during dinner, usually once per month.
- Do not meet if there is nothing to meet about.

- Select a knowledgeable, active team leader.
- Encourage in-kind support from participating organizations.

For more information on this community, contact:

Ms. Paula M. Colen
Director, Instructional Services
EASTCONN
P.O. Box 245
North Windham, Connecticut 06256
(203) 456-3254

Newsletter



the CONNECTICUT YOUTH JOB HOTLINE

a JOBS FOR CONNECTICUT YOUTH project

MARCH 1983 NUMBER 2

Announcing the Second Edition of the "Job Hotline"

It's March and we're back with the second edition of our "Job Hotline" newsletter. Hopefully your agency received a copy of our December publication and are anxious to learn about additional training and support programs for youth and adults in northeastern Connecticut.

JOBS (Youth and Adults with Needs) is dedicated to identifying and publicizing skill training and other support programs which would be of some benefit to area residents served by educational and social service organizations. We hope to create a pool of trained job seekers available for placement through our job development efforts.

JOBS also wishes to meet the needs of the agencies and individuals receiving this newsletter. In order to do that, we need to learn more about our readers. Please take a moment to complete the short questionnaire that follows and forward it to the address below:

The Connecticut Youth Job Hotline
c/o EastCorp
P. O. Box 245
North Windham, CT 06256

QUESTIONNAIRE

1) Name of your organization: _____

2) Characteristics of the populations you serve: _____

3) From the list of support services below, which would you like to see more of in this community (select as many as necessary):

(a) Child care services
(b) Health services
(c) Public transportation
(d) Temporary housing
(e) Vocational training
(f) Job counseling/skill training
(g) Job counseling/finding a job
(h) Job counseling/keeping a job
(i) Values clarification/interpersonal skill training
(j) Other: _____

4) What support/training program is your agency presently sponsoring? _____

If you feel our "Job Hotline" would help to publicize this information, please send a short description of your program including the location, time, place and contact person with the above questionnaire. Thank you for your time.

OFFICE TECHNOLOGY/COMPUTER COURSE

A ten-week course designed to give enrollees basic instruction on electric typewriters, computers and data processors is being offered by Windham Adult Education. Enrollment each semester is limited and a tuition fee is charged. This course is open to anyone over eighteen years of age. Applications are presently being accepted for the September session.

For additional information write to Arlene Scully, 21 Valley Street, Willimantic, CT 06226 or call 423-8835.

JOB SKILLS CLASS

The Jobs for Connecticut Youth Project will offer an evening Jobs Seeking Skills class. The class will begin on Wednesday, March 9, 1983 at the Adult Learning Center, 21 Valley Street, Willimantic, and will run for six consecutive Wednesdays from 6:30 - 9:30 PM.

Topics will include: Computer Assisted Interest Inventories, the Job Interview, Working With People, Problem Solving and Decision Making, Career Choices and Long-Term Goals, and Advancement and Satisfaction Within the Job.

As a follow-up to this, a six session course entitled, "On Your Own" will be offered, beginning on Wednesday evening April 20th. "On Your Own: Training in Independent Living," is a course that provides valuable information on setting up your own household and living on your own. It will include such things as: finding a place to live, making arrangements for utilities (phone, electricity, water), setting up bank accounts (checking, savings), establishing credit, shopping for food/clothing, preparing nutritious meals, managing a budget, learning to use public transportation and any other problems that would confront people starting out on their own.

Both classes are available at no charge to participants, and a free babysitting service is available.

For more information, contact B. Hood, 423-8912 or D. Siegel, 456-3261.

ALTERNATIVE HIGH SCHOOL

Fourteen to nineteen-year-olds who have left high school or who are potential dropouts may be referred to the Alternative High School in Brooklyn.

Program components include individualized academic skill development, career exploration and work/study. Referrals may be made through the student's high school guidance office or other agencies as appropriate. For further information, call Dick Rycroft at 456-3261.

SOUTH

Greensboro, North Carolina

Abstract of Project

Guidance providers and, to some extent, citizens at large have been the target population of the two-year Greensboro project. The team learned through a public community hearing that many employers and citizens were unaware of existing career guidance opportunities and efforts, and many guidance specialists did not have up-to-date information on the current employment scene or on job-seeking skills and career options. The team developed a guidance resource directory, conducted a series of seminars and workshops, produced three videotapes on career opportunities and job seeking, and encouraged the development and dissemination of career information by other groups.

Community Profile

The city of Greensboro, named for the Revolutionary War hero, Nathanael Greene, was founded in 1808 and is the county seat of Guilford County. Located in the north central Piedmont Triad of the state, Greensboro covers a sixty-square-mile area. It was designated an "All American City" and was ranked by Rand McNally as first among urban areas of its size in terms of its attractiveness as a place to live.

The current population of Greensboro is estimated at 160,000. About 1.5 million people live within the sixty-mile area. The educational level in Greensboro is high. The median number of school years completed by residents is more than 12.2. The community has two universities and four colleges. The largest minority group in the area is blacks, who comprise close to one-third of the population.

In the last two decades, business expansion has increased the number of jobs available to people in the Greensboro area by an estimated 75 percent. Textiles, apparel, electrical and nonelectrical machinery, metals, tobacco, insurance, and pharmaceuticals represent the major industries. The effective buying income is now $20,444 per household, approximately $4,000 above the state average and $1,000 higher than the national average.

Career counseling and guidance programs have been offered in the public schools, preparatory schools, colleges, universities, and human service agencies for many years. However, the current project represents the first time that individuals from these various organizations have formally collaborated on career guidance planning and implementation.

The Community Team

The initial interest in a project at Greensboro came from faculty members at the University of North Carolina-Greensboro (UNC-G). Leaders from the School of Education had become interested in the national project after previewing the competency-based modules and related training activities produced during the first phase.

One of the professors, who later became the team captain, wanted to put together a team that was genuinely concerned about and committed to improving career guidance in the community. He began by contacting the mayor and other influential people to gather recommendations for team membership. The result was a team of dedicated and task-oriented individuals with a variety of perspectives and expertise. Included on the original team were representatives from the Greensboro City Schools, Guilford County Schools, Division of Vocational Rehabilitation, Employment Security Commission, Guilford Technical Institute, Newman Machine Company, UNC-G Career Planning and Placement Center, Manpower Development, and the Greensboro Chamber of Commerce.

Once it had organized, the original team participated in a five-day training workshop on developing, implementing, and evaluating comprehensive career guidance programs. During the workshop, team members developed their plan for improving career guidance services in Greensboro. During the first year, the original members continued on the team.

When the project entered the second year, there were some changes. The Manpower Development representative resigned, and a member was added from the Fisher-Harrison (manufacturing) Company. The team now had thirteen representatives.

Throughout the two years, the team members met on the average of once a month at various times of day, but usually during office hours. They frequently contacted one another by telephone. Near the end of the second year, the team captain found it difficult to schedule regular meetings, and so communicated to team members by telephone and through a periodic newsletter.

Selecting Target Population

During the planning process in the first phase of the project, the team tried to be responsive to the needs of the community. As a part of these efforts, the team members conducted a public hearing. The purpose of the hearing was (1) to identify career guidance needs that were not being met through existing programs and (2) to obtain suggestions on how better to coordinate career guidance programs.

The public hearing was lively and produced rich information for the team. Based on the information gained, the team decided to focus its initial efforts on individuals in the community who provide career guidance services to youth and adults. The team hypothesized that if these professionals and paraprofessionals increased their knowledge and skills, the clients they serve would become more successful in preparing for and entering the local job market. The team kept the same target group during the second phase of the project, although some of the project activities had a direct effect on clients. (See "Implementing the Plan.")

Assessing Needs

In addition to conducting a public hearing early in the project, the team members designed a needs assessment to administer to the guidance personnel working in various community organizations. The tool used was an open-ended questionnaire that contained the following three questions:

- What do you see as career guidance needs in the community?
- What do you think of the current strategies and techniques that are being used to address these needs?
- What do you think can be done to address career guidance needs in the community more effectively?

The questionnaire was sent to individuals in Greensboro. Selected individuals were interviewed in person or by telephone.

A substantial list of needs and proposed solutions emerged from the assessment. Here are some examples:

- Make career information available to the local citizenry.
- Provide occupational information to gifted individuals.
- Provide career guidance assistance to persons with vocational handicaps.
- Provide career guidance to displaced homemakers.

After conducting the survey, the team was faced with having to determine which needs were most critical and what activities could be implemented to address those needs. The members found there were no easy answers to this challenge. They met several times before a resolution was reached--they would address the need for more and better career information.

During the second phase of the project, the team decided not to repeat a formal needs assessment. Much still remained to be done on existing needs, particularly the lack of solid information on local career options and their requirements.

Developing an Action Plan

While developing the first action plan, the team discussed the career guidance needs that had been identified and the variety of solutions that had been proposed. From this discussion, the following four goals were established:

- To increase citizens' awareness of career guidance efforts in Greensboro
- To inform guidance personnel of the expectations that employers have for their employees
- To inform business/industry representatives of career guidance efforts in the community
- To assist guidance personnel with the identification of placement opportunities in local businesses and industries

The team divided the need and goal statements according to interests expressed by members. Each worked independently on developing objectives, activities, persons responsible, resources needed, cost, and evaluation techniques. Once this was done, the team as a whole examined the separate parts of the plan and put them into a logical sequence. The team captain edited the final product.

During the second phase of the project, the team used a slightly different approach. At its first planning meeting, the group brainstormed possible goals and objectives. The team captain had these typed and printed and returned them to the members by mail for prioritizing. These results were tallied, and the following goals and objectives emerged:

- Goal 1: To improve career decision making of Guilford County citizens by sponsoring, developing, and identifying local career information and employment opportunities.
  - Objective: To improve networking among businesses, industries, agencies, and schools for more effectively forecasting employment information.
- Goal 2: To develop ways of making more effective presentations of career information.

- Goal 3: To influence public schools to improve career guidance and career education.
  - Objective: To explore means of influencing schools.
- Goal 4: To develop ways to further the involvement of parents in the career development of their children.
  - Objective: To develop ways to educate parents more effectively about career opportunities for their children.

Identifying and Acquiring Resources

The team members did not pursue outside funding but, instead, used in-kind support to carry out all project activities. Each member was able to use time on the job for project responsibilities. Extra work was done on a volunteer basis. Other examples of in-kind support provided by the members' organizations were videotapes, audiovisual equipment, photocopying, telephones, and office space for meetings.

Other nonteam individuals also donated considerable time and materials to the activities. Among these volunteers were a local radio announcer, an audiovisual specialist from the North Carolina State Department of Education, a student intern from UNC-G, and staff from the Division of Vocational Rehabilitation. The North Carolina Occupational Information Committee donated hundreds of copies of Career Choice, a special newspaper on career options. Local radio and television stations donated air time for career information segments.

Implementing the Plan

During the first phase of the project, the team organized a series of community seminars or "dialog sessions" for guidance personnel and business/industry representatives. Each seminar focused on one of ten career clusters identified as having the most potential for growth in the Greensboro area. The seminars were well received by the participants. Additional workshops aimed to educate various sectors of the community about the importance of establishing effective career guidance programs. As a result of these activities, numerous organizations requested information regarding the team's work.

The team implemented several activities during the second year of operation. These included the initial event, a Labor Market Trends Workshop, sponsored by the team and presented by representatives of the Employment Security Commission. Approximately thirty guidance and placement specialists attended the free, one-day event.

A Community Career Resources Survey of professional and trade associations was conducted. The purpose was to obtain current information on career information materials, career resource personnel, work experience/continuing education opportunities, and other career-related services that were available locally. Thirteen organizations provided information about themselves, and the materials were duplicated and bound into reference notebooks.

The team produced a series of three videotapes on career information and strategies. Team members and others prepared scripts and worked with the Division of Vocational Rehabilitation and the State Department of Education to produce the series. Topics included (1) job-seeking skills (2) resources for improved career decision-making available in Guilford County, and (3) local job clusters. Once edited, the videotapes will be available for use by agencies throughout the county.

The team also assisted in planning and conducting the annual Career Day for high school seniors. The event was cosponsored by the Chamber of Commerce and the Greensboro Youth Council.

Not every planned activity was implemented at press time, but plans are still alive to finish them by the year's end. These include (1) helping local television stations produce and air "Monday's Job," a weekly segment on occupations in Greensboro; (2) convincing the local newspaper to include Career Choices as a special insert for parents and other adults in the area; (3) conducting workshops for parents on such topics as interpreting children's vocational interest inventories and aptitude tests, career guidance for gifted and exceptional children, and parent involvement in Career Day; (4) identifying statutes and regulations that influence school policy on career-related matters; and (5) collecting information on entry-level job requirements of local businesses and industries. One activity, a workshop on career opportunities for women, was dropped when the organizer moved out of state.

Evaluating the Project

Project evaluation activities, for the most part, have been informal. After each event, team members met to discuss their own reactions and any comments heard from participants.

A more formalized evaluation was conducted of the Labor Market Information Workshop. Participants were asked to complete a questionnaire that measured satisfaction and knowledge gained. They were also asked for suggestions on additional material desired and ideas for future workshops. The sixteen respondents indicated high satisfaction with the workshop. Most

gained new knowledge about available publications, value of particular job skills, job projections, and information sources.

Team members, at the present time, were considering some type of formal evaluation of the videotapes, parent workshops, and other activities.

Taking the Next Steps

Most team members plan to continue their involvement and to finish the projects that have been started. Meanwhile, the members will continue to assist Greensboro citizens through the network established as a result of the project.

Suggestions for Other Communities

Team members offered the following suggestions to communities that are considering similar collaborative projects:

- Include team members with a variety of skills and interests.
- Select team members who are committed and who will go beyond planning to actually doing things.
- If new members are added, be certain they are trained or otherwise enabled to "buy into" the project. Perhaps have "old" members train the newer ones.
- Include influential business persons on the team.
- Carefully orient team members beforehand so they will know what their commitments will be.
- Establish firm deadlines for the completion of various activities, and hold team members responsible for their completion.
- Make certain that activities have a central theme, (e.g., ways of identifying and disseminating local career opportunities). Do not try to conduct numerous discrete activities.

For more information on the activities of this community, contact:

Dr. W. Larry Osborne
Associate Professor
School of Education
University of North Carolina-Greensboro
Greensboro, North Carolina 27412
(919) 379-5100

Greensboro Workshop

LABOR MARKET TRENDS WORKSHOP

You are invited to attend a Labor Market Trends Workshop on February 16 sponsored by the Community-Collaborative Career Guidance Project at the University of North Carolina at Greensboro.

DATE: February 16, 1983

TIME: 10:00 a.m. -- 12:00 Noon
12:00 Noon -- 1:30 p.m. ---- Lunch (on your own)
1:30 p.m. -- 3:00 p.m.

PLACE: Guilford County Emergency Medical Services Training Center, 1002 Meadowood. Going west on West Wendover, you will turn right on to Meadowood near Jack Pichard Imports. Turn into the first driveway on the left. The Training Center is located at the end of the building beside the ambulance bay.

TOPIC: Topics for discussion will be:

1. Labor Market Trends
2. Future Predictions
3. Materials Available Which Provide Labor Market Information
4. How Career and Guidance Counselors in the Colleges, Universities, Public Schools, Technical Institutes and Vocational Agencies Can Use This Material and Information

WORKSHOP INSTRUCTORS:

Mr. Don Brande, Director of Labor Market Information
Employment Security Commission
Mr. Bob Cottrell, Research Analyst
Employment Security Commission
Mr. Bill Vinson, Counseling Supervisor
Employment Security Commission

Invitations to the workshop are being sent to Guidance Counselors in the public schools, Career and Placement Directors in the Colleges, Universities and Technical Institutes, Vocational Rehabilitation Agencies and major manufacturing firms in Greensboro.

For further information, contact Marian Phillips at the Greensboro Area Chamber of Commerce, telephone 275-8675.

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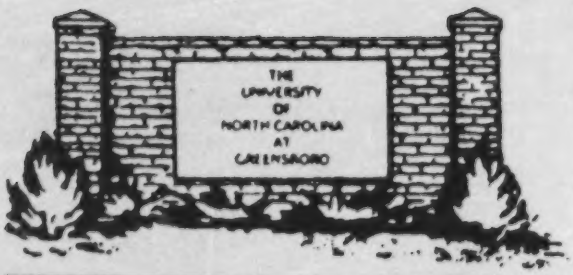
Greensboro News Clipping



CAMPUS
Calendar and Announcements

Vol. 23, No. 20 May 30-June 19, 1983

Dr. Osborne Is Serving As Project Coordinator

Dr. W. Larry Osborne (Education) is serving as coordinator for a community career guidance project which has assessed the career guidance needs in Guilford County and also produced a videotape series on the major areas for job opportunities locally.

The project was funded through the National Center for Research in Vocational Education at Ohio State University. It has been in operation since 1980.

In addition to Dr. Osborne, the project team consists of: Janice Reasegger and Sue Harris of the Guilford County Schools, Kathryn Ray of the Greensboro City Schools, Louise Nowicki of Guilford Technical Institute, Perry Crabtree of the Division of Vocational Rehabilitation, Don Kelsey of the Employment Security Commission, Janet Lenz (Career Planning and Placement), Marian Phillips and Jack Satterfield of the Greensboro Chamber of Commerce, Nancy Tulloch of Fisher-Harrison Company and Frank York of Newman Machine Company.

Greensboro Recognition

STATE OF NORTH CAROLINA
OFFICE OF THE GOVERNOR
RALEIGH 27611

JAMES B. HUNT JR.
GOVERNOR

February 8, 1983

Dear Larry:

I have received your recent letter in which you shared information about your current progress in vocational development in Guilford County.

I am very proud of the significant achievements of your emphasis. In North Carolina, I believe that vocational education must continue to be a focal point in the progress of total education of our students.

I appreciate what you are doing for the education of young people in North Carolina. Thank you for your support and for taking your valuable time to share this positive news with me.

My best personal regards.

Sincerely,

Dr. W. Larry Osborne, Ed.D.
School of Education
University of North Carolina at
Greensboro
10 McNutt Center
Greensboro, N. C. 27412

MIDWEST

Flint, Michigan

Abstract of Project

For the first time since its booming auto industry began in the 1920s, Flint is faced with high (30 percent) unemployment and a changing job market that promises fewer opportunities for unskilled workers. In response to this critical situation, the team chose to focus its energy on increasing the knowledge of teachers, counselors, and agency personnel who face the community's unemployed (and the future unemployed) on a daily basis. The team's vehicle was an educational series that included two multiple-agency-sponsored workshops, a joint symposium, and job-shadowing experiences in Flint businesses and industries.

Community Profile

From its pre-1900 carriage-making days to its present role as an automobile-making center, Flint has earned its name, "the Vehicle City." It is now the second largest manufacturing city in Michigan, with 340 manufacturing establishments located there.

The city is located in Genessee County in the southeastern section of the state, sixty miles from Detroit. The Flint metropolitan area has a population of nearly 521,000.

In recent years, Flint's job market has changed drastically. The closing of some of the automobile plants and resulting layoff of workers have had a serious effect on the local economy as well as on the workers themselves, many of whom had enjoyed large paychecks for their unskilled labor. The community has begun an active economic development program and is starting to attract new businesses and industries to the area. Auto World, a theme and amusement park for tourists, is designed to stimulate development. Revitalization of Flint's downtown area is underway. The automotive plants are still hiring, but are seeking skilled and technical workers. Hospitals and other establishments are moving into computerized services, increasing the need for trained employees.

Flint's educational system is rather unique. The city is the home of the "community schools" concept of education. Largely due to the sponsorship of the Mott Foundation, which is located in Flint, community schools have flourished and have served as models for similar efforts nationally and internationally. In addition, the city has a community college, area skill center, two business colleges, a branch of the University of Michigan, and the General Motors Institute.

Prior to the national project, the secondary schools sponsored various career education and career guidance activities, including an annual Career Guidance Institute for counselors and teachers. Educators were given an intensive look at business/industry in order to sharpen skills and present reality to their students. For eleven years, a group known as the Business-Education Coordinating Council (BECC) worked to strengthen collaboration among various organizations in Flint. Many pieces of a community guidance program were in place, yet adults were unemployed and discouraged, and students were graduating (or dropping out) unequipped for the new job market.

The Community Team

The Flint project began when the director of instructional services for the Genesee Intermediate School District (a county-wide educational service center for twenty-one school districts) received an announcement of the national project from the National Center. He contacted the coordinator of placement (the team's eventual captain), who in turn met with the director of career development/program planning and others, mostly educators. The beginning of a community team was in place. The team submitted an application and was selected to be a project site.

The original proposal for the project included a team largely made up of educators, particularly placement coordinators. It was later reorganized to reflect a balance among education, business, and community agencies. The following groups were then represented on Flint's team: Genesee Intermediate School District, Flint Community Schools, Baker Junior College of Business, Mott Community College, University of Michigan-Flint, Flint Chamber of Commerce, General Motors Personnel Center, Genesee Bank, Mott Adult Education, Shiawassee (County) Intermediate School District, and CETA.

When the team was forming, there were at least two other collaborative planning and coordinating groups in existence. The first was the BECC, which was funded through the U.S. Department of Labor and headquartered at the Flint Chamber of Commerce. The second was the Interagency Collaborative Body (ICB). Since the services provided by these two groups had many similarities, the two merged into one and took the name of the BECC. The BECC serves as the advisory group for the community team as well as for the annual Career Guidance Institute and other activities.

The team met often during its first several months of operation. Meetings were generally at 8:30 a.m. and were held at the Chamber of Commerce office, which is located in the Walter Reuther Career Development Center, Downtown Flint. The team captain talked regularly by phone with other team members, and he also consulted frequently with his office colleague in charge of the Career Guidance Institute. In fact, considerable joint planning was done to be certain the project and the Institute complemented and enhanced each other.

Selecting Target Population

The team wrestled with the decision of whom to serve during the first year of activities. Unemployment of adults was running at 30 percent--with even higher figures for young adults living at home with their parents. At the same time, students did not have realistic perceptions of what it would take after graduation to become employed in Flint's depressed job market.

The team members decided they would reach the most residents if the project focused on service providers (i.e., agency personnel and educators who were in positions to pass on information to adults and youth on a daily basis). Members thought they might conduct activities directly with clients during the second year, provided the first year's efforts were successful.

Assessing Needs

The team was acutely aware of the community's high unemployment rate, said to be the highest in the nation. The team's awareness was substantiated by a recent vocational needs assessment plus a study of the county's labor force conducted by a Michigan research firm for the U.S. Department of Housing and Urban Development. The researchers interviewed by phone heads of 700 households. Among the findings were these: (1) there was a 30.3 percent unemployment rate, (2) the highest level of unemployment (74 percent) was that of young adults living with parents, (3) nearly 49 percent of the unemployed had been laid off, and (4) over half of the unemployed were willing to leave the community if they could.

It seemed obvious to team members that career guidance was strongly needed, not only by those unemployed but also by those about to leave school and more than likely enter the same ranks. The days when Flint's graduates could leave high school one day without skills and walk into an automotive plant the next for $9 per hour (plus overtime) were apparently over.

The individuals on the team knew from personal encounters that guidance personnel were unaware of specific labor market trends and job requirements to pass on to their students and clients. The decision was made to focus on two sets of needs: (1) students' and clients' needs for better information and decision-making skills, and (2) guidance providers' needs for the same (and even more in-depth) information about the world of work.

Developing an Action Plan

The captain and other team members met several times to determine the goals and objectives for the project. After considerable discussion

and several draft versions, the team agreed upon the following:

- Goal 1: To increase communication linkages among business, education, and labor, which will in turn support the concept of training youth for the world of work.
  - Objective 1: To make the community more aware of the job services offered by educational agencies
  - Objective 2: To develop an awareness in the community about the services and training for youth
  - Objective 3: To inform educators of the expectations that employers have for their employees
  - Objective 4: To assist educators with the identification of placement opportunities in local businesses and industries
  - Objective 5: To provide an increased awareness for area school youth regarding available employment opportunities
  - Objective 6: To facilitate increased linkages among labor, business, industry, and education
  - Objective 7: To develop a system of monitoring and evaluating the effects of these increased linkages
- Goal 2: To develop a linkage with the Career Guidance Institute to improve guidance and placement services for area youth.
  - Objective 1: To develop a transitional curriculum that helps youth make the transition from school to work
  - Objective 2: To bring together representatives from education, business, industry, and labor to provide activities that enhance the transition of youth into the world of work
  - Objective 3: To bring line-level workers into project seminars to explain their daily job functions and to address key components of their job responsibilities

Identifying and Acquiring Resources

Material resources for the project were provided by the ICB, through a grant from the Michigan Department of Labor. A total of $7,700 was provided for the workshop and symposium luncheons plus substitute teacher salaries as needed. Participants paid a $10 registration fee, which went toward costs of the two workshops and symposium.

Most of the resources were provided "in kind" by team members and their organizations. For example, team members attended meetings and carried out many project responsibilities during regular working hours. Telephone calls, photocopying, notebooks, and other supplies were absorbed. Presenters at the three events donated their time. Businesses and industries provided field trips and shadowing experiences without charge. The team utilized some national project funds for disseminating the results of the symposium.

Implementing the Plan

The initial activity for the year was the workshop held in the fourth month of the project at the Intermediate School District Office. Topics included (1) employment trends and future curricula, (2) employee characteristics and training needs, and (3) the employment impact of Auto World. Following the presentations, interested participants left the workshop to engage in job shadowing--structured, two-hour individualized visitations with employees in occupational areas of choice within the community.

A second workshop in the sixth month focused on (1) the county's changing labor force and (2) needed changes in employment and training. A series of mini-workshops was conducted or such diverse occupational specialties as emergency room nursing, bricklaying, and on handling the crisis of unemployment. Again, participants job-shadowed in businesses and industries throughout Flint.

The third major event was a Business/Education Symposium held jointly in the eighth month with the participants of the Career Guidance Institute. After a keynote speech by the superintendent of the Flint Community Schools, participants took part in three roundtable discussions with forty-two resource persons who acted as facilitators. Questions focused on (1) qualifications, training, and advantages of various occupations; (2) the effects of technology on small business; (3) realities students face as they enter the work force; (4) and ways that education and business can increase utilization of vocational-technical education in local job development.

The team postponed plans to develop the transitional curriculum for youth, although meetings were held to discuss its eventual direction.

Evaluating the Project

Participants were given an opportunity to evaluate the workshop-symposium series and job shadowing. Questionnaire results indicated high satisfaction with all of the activities.

Informally, team members have discussed their own positive reactions as well as the positive comments received from presenters and participants.

The team has discussed ways of following up participants to determine if changes in behavior occur, but no structured evaluation is yet planned.

Taking the Next Steps

The team captain and director of the Career Guidance Institute will summarize and disseminate the answers and suggestions that were offered at the symposium. These results will go to such persons as school board members and high school department heads who are in positions to change instructional curricula.

Some follow-up of workshop and symposium participants will be conducted. Meanwhile, the questionnaire results will be forwarded to all who registered. The team is considering conducting a similar series of learning events for students and agency clients.

Team members plan to continue as a group, although no one is certain if future funding for the BECC will be available.

Suggestions for Other Communities

Team members offered some suggestions to communities that are interested in collaborative efforts:

- Get institutional (including in-kind or direct financial) support for the project. It will be difficult to accomplish goals without this leverage.
- Be sure that "door openers," influential contacts, are on the team, although they will not necessarily attend all meetings.
- Choose team members who are action-oriented workers and who have supportive bosses.
- Select team members with broad perspectives and different interest areas.
- Actively involve the local Chamber of Commerce and other business leaders.

For more information on this community, contact:

Mr. Gordon Smith
Placement Coordinator
Genesee Intermediate School District
2413 West Maple Avenue
Flint, Michigan 48507
(313) 767-4310

YOUTH
EDUCATION BUSINESS

Flint Workshop

Business and Education Coordinating Council

708 ROOT STREET, SUITE 123 • FLINT, MICHIGAN 48503 • PHONE (313) 232-5422

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C.S. Mott Community College
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Lapeer Intermediate Schools
Barry Simon
Home Bldrs. Assoc. of Metro-Flint
Dr. David Spathelf
Genesee Intermediate Schools

HONORARY MEMBERS
Erwin Davis, Retired
Genesee Intermediate Schools
Jack Hamady, Retired
Hamady Bros. Food Markets, Inc.
Edward Hintz
Kearsley Community Schools
Roy McDermit (1920 - 1981)
Merr Tool & Die
William C. Wright
William C. Wright & Associates

Business/Education Symposium
Morning Session

May 11, 1983

Hyatt Regency - Flint
Regency Ballroom

A G E N D A

8:00 a.m.	Registration
8:30 a.m.	Introduction of Keynote Speaker Dr. Jeffrey W. Drake Genesee Intermediate School District Keynote Speaker Mr. Joseph Pollack, Superintendent Flint Community Schools
9:00 a.m.	Break
9:15 a.m.	Round Table Session I
9:50 a.m.	Break
10:00 a.m.	Round Table Session II
10:40 a.m.	Break
10:50 a.m.	Round Table Session III
11:30 a.m.	Summation Ms. Rachael Moreno, Associate Superintendent Genesee Intermediate School District
11:45 a.m.	Break
12:00 noon	Luncheon

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GISD

Flint News Clipping

INFORMATIONAL MAGAZINE FROM THE FLINT AREA CHAMBER OF COMMERCE

FORWARD

MARCH 1983

GISD & BECC: WORKING TOGETHER

The partnership between the Flint Area Chamber of Commerce and the Genesee Intermediate School District (GISD) seeks to serve both the business community and Genesee County students. The two organizations work together on services and projects of both short- and long-range duration.

The Business and Education Coordinating Council (BECC) of the Chamber is the program agency charged with bringing resources from business, industry, and the educational world together to benefit the total community.

The GISD serves as a conduit to funnel funds from twenty-one local school districts into the BECC. These funds are then used for the development of programs to benefit the participating schools and their students. In this cooperative venture, services which individual school districts would not otherwise be able to provide are made available.

Dr. Alva E. Mallory, Director of Instructional Services for the GISD.

Dr. Alva E. Mallory, Director of Instructional Services for the GISD and Dr. David Spathelf, Superintendent, serve on the Board of Directors of the BECC along with representatives of the business and industry communities.

Day on the Job, Career Conferences, Share-a-Work-Day, the Tri-County Pre-Employment Center and the Business Education Symposium are all under the administrative umbrella of the BECC and funded either by local school district contributions to the BECC through the GISD or other governmental agencies.

The GISD actively assists the Tri-County Pre-Employment Center in its intake of students and is working to make the Center's schedule more flexible, thus becoming more useful to students in distant school districts.

Upon request, GISD's Placement Coordinator, Gordon Smith, will refer employers to the appropriate person(s) in school districts around the county when they are in the process of seeking new employes. Funds from the GISD ($220,000 this year) are returned to the local school districts for placement services rendered.

Dr. Mallory says that it is his goal to "coordinate all placement through the BECC as we phase into the Job Training and Partnership Act which takes full effect on October 1 of this year."

Still another instance of cooperation between the Chamber and the GISD is the loan from the Intermediate School District to the BECC of Don Peters. Peters is coordinator of the Interagency Collaborative Body, Share-a-Work-Day, and the Business Education Symposium wherein business people gather to suggest ideas on how educational institutions can better prepare prospective employes.

Both business and industry have a great need for persons trained in high technology fields. Dr. Mallory has co-authored legislation which would provide funding for updating and developing programs to teach hi-tech occupations (e.g., word processing, hydraulics, pneumatics, and numerical control).

High technology was highlighted during February's Vocational Education Week, particularly at an Exposition at the GISD. Featured were robots, computer assisted design in drafting, a laser beam presentation, and computer assisted instruction through networking.

Through a breakfast for legislators and/or their staff members, a visit to the Legislature in Lansing by vocational administrators, and various open houses, the positive impact of vocational education upon the community was emphasized. According to Dr. Mallory, several thousand persons attended the open houses at the GISD, the Skill Center, and Southwestern High School.

The Business and Education Coordinating Council of the Flint Chamber of Commerce and the Genesee Intermediate School District look forward to a continuing cooperative association as they seek to serve the community.

Grayslake, (Lake County), Illinois

Abstract of the Project

The Waukegan (Lake County) team focused on out-of-school youth and adults during the two-year project. The team members, mainly representatives of community-based agencies and educational institutions, were concerned about the inadequate career planning skills of these individuals as well as the difficulty they experienced in identifying and using the best available career resources in this county of high unemployment.

The project (1) improved communication among agencies and organizations providing career guidance in Lake County; (2) extended an easy-access telephone-cassette communication service for information on career development and related topics; (3) established a Career Guidance Center at the Waukegan Public Library; (4) recruited business/industry representatives to conduct public seminars on guidance needs; and (5) organized a summer conference on community collaboration for representatives from industry, business, and education.

Community Profile

Lake County, Illinois is a diverse area containing older urban centers, new suburban centers, rural areas, and recreation/resort communities. Because of this, statistics for the overall county can be quite misleading. There are constraints and potentials for economic development that vary substantially from one area of the county to another. The county's economic development program is focused primarily on those areas of that, unlike the overall county, have severe problems of unemployment and underemployment. These areas have unique constraints and potentials.

There is evidence of extreme poverty and wealth within Lake County. Of the 201 suburbs of Chicago with populations greater than 2,500, Lake County has three municipalities (Barrington Hills, Lincolnshire, and Lake Forest) ranked in the top ten socioeconomic areas and three municipalities (Park City, Round Lake and North Chicago) ranked in the lowest socioeconomic ranking.[1]

Major employers, in order from largest to smallest in Lake County, are in the areas of manufacturing; professional and related services; retail trade; finance, insurance, and real estate; and construction. In 1981, median household income in the county was reported as $29,496. In 1980, the two largest ethnic minority groups in this area were blacks (6.4 percent of total population) and Hispanics (4.8 percent of total).

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[1]The source of this information is the Chicago Tribune, September 1977.

Waukegan, where this community team devoted most of its attention, is the county seat. Located halfway between Chicago and Milwaukee, Waukegan had a 1980 population of 67,653, of which 18.4 percent were black and 13.7 percent were of Hispanic origin. Both of these latter figures are well above the county percentages. Approximately 100 industries are located in this city.

Extensive career guidance resources have been available throughout the county in schools, postsecondary institutions, and community-based agencies. Collaboration among such agencies, as well as with industries and businesses, was not a new venture in the drive to improve career guidance programs. An example was the successful Lake County Career Guidance Center (Illinois Region 2), established in 1978.

These resources and such collaboration, however, did not emphasize the career-planning, development, placement, and follow-up needs of the sizable group of underemployed and unemployed people in Lake County.

The Community Team

This team and its project was spawned by the Lake County Career Guidance Consortium, a group of business, industry, and educational leaders that built on the work of the Center noted above. (See description in attached brochure). Since its inception in August 1982, the consortium's mission has been to improve the delivery of career guidance services and vocational training to county residents. More specifically, the consortium adopted three goals: (1) to increase the understanding of career opportunities in business and the free enterprise system among students, parents, educators, and county residents; (2) to seek an active commitment from business, industry, and educational leaders in preparing students for the world of work and make human and physical resources available to students, teachers, and counselors; and (3) to serve as a liaison and an unbiased organization among the business, industry, and educational communities to increase cooperation and understanding among various civic, service, labor, legislative, and professional organizations.

The project team was formed with this same orientation. The consortium's executive director established the team, served as its initial team captain and then as its coordinator, and worked closely with the second-year team captain so that efforts of the team and consortium could be coordinated.

Key team members during both years were seven persons representing the following: Waukegan Public Library, SER/Jobs for Progress, Waukegan Township Supervisor's Office, and Lake County Urban League. Although representatives from labor, business, and industry were heavily recruited throughout the project, attendance of such representatives was sporadic at team meetings. One speculation was that, because of the frustrating unemployment problems

of the county, businesses and industries were fearful that any extensive participation they had in team activities might force them into making larger commitments than they desired for solving unemployment problems.

Once the organizational meetings were conducted, all team members participated in five days of training. This series of workshops provided instruction on the theory and techniques for planning, supporting, implementing, operating, and evaluating career guidance programs. The team's first-year plan of action was produced during those sessions.

The central core of the team members continued into the second year. Because of their familiarity with the project's concepts, resources, and competency-based training modules, no formal training was conducted during year two.

Team meetings, some quite informal over brown-bag lunches, served as the team's major communication mechanism. More formal meetings--such as occurred when renewed efforts were made to recruit industry, business, and labor involvement--have been much less frequent but very vital to team progress. A major deterrent to regular formal team meetings was pressure that members received from their agency administrators, who became concerned about the time team members were absent from their jobs while they participated in team activities.

Selecting Target Population

The target group of career deciders on which the team chose to concentrate was selected primarily because of clientele served by most of the agencies represented on the team. Since the team was comprised mostly of representatives from community-based organizations serving under- and unemployed persons, this was the group for which the team wanted to improve available career guidance resources. This selection process was informal and occurred during the team's initial meetings.

Community agencies providing social assistance, ESL training, GED preparation, job skills development, and job placement had been trying to adjust to at least two burdens. First, the number of clients requesting their services had increased alarmingly. Second, the size of their own staffs had decreased dramatically. More efficient and effective career assistance for these clients seemed a necessity. This crisis made it relatively easy for the team to select underemployed and unemployed persons over eighteen years of age as its target population.

Assessing Needs

Team members relied on the results of a survey completed in April 1982 to identify the needs of their target population. Entitled Views of

Selected Employers and Students on Aspects of Youth Unemployment, this study was conducted by the Youth Employment Action Group in Lake County. Among this group's recommendations were these:

- Students should be assisted in realistically determining the educational levels required for their career choices.
- Exemplary school career planning and placement programs should be identified and shared with schools.
- Employers should assist with the curriculum development in the schools.
- Ways should be identified to counteract the work problems of undependability, unreliability, and apathy among all youth.
- Youths who lack the basic skills should be helped to realize that those deficiences are obstacles to employment.
- Educators should be exposed to private industry in order to effect changes in the work attitudes of youth.
- Schools should better prepare youths for job adjustment by providing preemployment skills training.
- Personnel from business/industry, labor, and professional organizations should act as teachers/counselors in the schools to prepare youths for employment.
- Each school should have a work/education advisory committee to provide a better transition between school and work.
- Educators should take the lead role in helping employers more clearly understand the labor laws that affect youth employment.

The team decided to address the collaboration implications of these recommendations. Team members were convinced of the necessity of improved coordination and collaboration among educational agencies, businesses, and industries in the private sector, and the community-based public agencies. They recognized that this necessity applied not only to youth career needs. The client needs finally selected were as follows:

- Increased knowledge of experiences required for a particular job
- Options of a specific career
- Skills to relate career awareness activities to employment readiness

Developing an Action Plan

The general purpose that evolved during the first year was to increase the employability of the selected target group. This statement was translated into six goals, plus objectives, which are as follows:

- Goal 1: To provide business and industry with a list of trained people ready for employment
- Goal 2: To develop better linkages among agencies to improve service delivery to clients in the target group
- Goal 3: To increase team members' knowledge of career guidance techniques appropriate for under- and unemployed persons.
- Goal 4: To involve legislators with the project for mutual awareness of needs
- Goal 5: To improve linkages between businesses and the public
- Goal 6: To involve the city planner to share information on prospective growth in the labor market.

In team meetings, the above goals were expanded to specify detailed objectives, task assignments for team members and other helpers, descriptions of resources needed, costs that would be incurred, and methods for evaluating team progress on each objective. The team used a standardized format provided by the National Center to record the above organizational decisions. The result constituted the team's action plan for both years of its history.

Identifying and Acquiring Resources

Not only was the team initiated by the Lake County Career Guidance Consortium, it drew higly on the resources of that nonprofit organization to implement its action plan. The consortium's executive director donated considerable time to the project. The consortium provided the team with secretarial assistance and materials production.

The group also accessed resources from the national project, including technical assistance from staff and minor financial support to cover the expenses of a guest speaker/consultant. (See "Implementing the Plan")

The major resources on which the team capitalized were the time, energy, and commitment of all team members and the cooperation of the community-based agencies they represented. Members took the lead in any activities initiated by the team and donated their time. The Waukegan Public Library supplied extensive resources.

Implementing the Plan

During its first year, the team extended a previously established, easy-access telephone-cassette communication service providing callers with information on career development and related topics. This system, established through the College of Lake County, enables each listener to request one or more of over 250 tapes on career guidance needs, such as career planning, job readiness, worker trait group descriptions, and summaries of programs at the Lake County Area Vocational Center, the College of Lake County, and local job-training agencies.

That same year, the team developed a Career Guidance Center at the Waukegan Public Library. This well-equipped center is located in a corner of the library's main floor, making it easily available to the public. From its inception, the center provided a site for group instruction as well as individual exploration. Community-based agencies, such as SER/Jobs for Progress, the Lake County Urban League, and the Waukegan Township Supervisor's Office, have capitalized on the group learning mode. At first, staff from these agencies brought client gioups for instruction by library personnel. Now they provide the leadership themselves.

Throughout its second year, the team struggled with the relative importance of its six goals, recognizing that it would be difficult to achieve all of them. Minimal energy had been, and continued to be, allocated to the Employee Availability List, legislative contact, and linkage with the city planner. At a meeting in January 1983, representatives from local business/industry and the city planner's office joined the original team members. That session's discussion expanded both the target groups for whom the team wanted to improve career guidance programs and the needs/strategies that would be considered and implemented.

The team's next meeting was to be devoted to setting priorities along the possibilities that were discussed. Unfortunately, no private sector representatives showed up for the next meeting. The disappointed team members decided to "retrench" to their original goals and focus on the remaining three, which involved agency networking, team building, and private sector linkage with the public.

The team completed its second year with two types of activities. It recruited business/industry representatives to conduct a public seminar on job search skills. Speakers informed over sixty citizens about private sector expectations for job applications, job interviews, and work resumes.

Finally, the team collaborated once again with the Lake County Career Guidance Consortium to plan and conduct a one-day conference for seventy-three enthusiastic participants. The conference, with an out-of-state keynote speaker and local celebrities, focused on the topic, "Working Together: Business, Industry, and Education." The conference's purpose was

to provide a forum for dialogue among decision makers from the three groups. At press time, it appeared that, through this conference, the team successfully recruited new private sector representatives as future team participants.

Evaluating the Project

The team's original aspirations for evaluating its efforts were high. With the crunch of time and team members' other work responsibilities, their team project was relegated to informal evaluations, most of which were positive. All team members stated that they wished they could have accomplished more as a team.

Taking the Next Steps

It is doubtful that this community team will continue without the national project. Team members expressed discouragement with (1) their attempts to obtain representation from the private sector and (2) the pressure they have received from their employers when they are absent to attend team activities. As a result, they will turn more of their support to the Lake County Career Guidance Consortium or will await new challenges and directions for this team's efforts.

Suggestions for Other Communities

Team members shared the following recommendations for communities considering similar career guidance collaborative projects:

- Form the community team around "key movers" who are committed to promoting career guidance programs.
- Include on the team representatives from all sectors of the community, including community-based agencies and some of the target group. Broaden the participation base as much as possible.
- Persist, from the earliest phases of team development, in contacting and gaining participation from business/industry. When making initial contacts with potential participants, emphasize the payoff for them.
- Realize that, during times of local economic stagnation, private sector representatives may be reluctant to participant in certain projects.
- Update the career guidance skills of staff from community-based agencies.

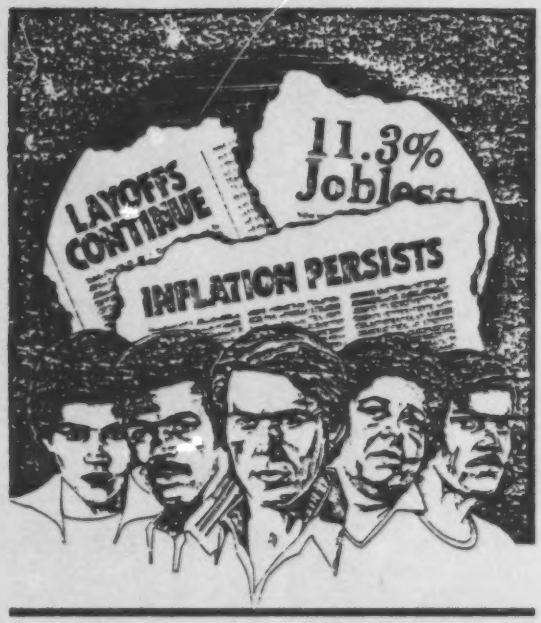
- Let the community know about the team's existence and what it is attempting to accomplish. Have a solid public relations component that keeps people posted.

- Be aware that, even though collaboration has high impact potential, it can be time-consuming for team members. Members should gain prior approval for their participation from their employers, or funds should be obtained to support them or release them from their jobs.

For more information on the activities of this community, contact:

Mr. Jerry Gudauskas
Executive Director
Lake County Career Guidance Consortium
19525 W. Washington Street
Grayslake, Illinois 60030
(312) 222-6681, ext. 243

Grayslake Publicity



Looking for a job?

We can help you.

Attend a program on job search skills: the application, interview & resume.

May 18 7:00 p.m.

A free program on job search skills will be held in the auditorium of Waukegan Public Library on May 18 at 7:00 p.m. Representatives from CETA, Abbott Laboratories, Lake County Urban League, Fansteel, Inc., College of Lake County, and Marriott's of Great America will help you with the application, interview, and the resume. This program is a project of SER/JOBS for Progress, the Waukegan Public Library, Lake County Urban League, Waukegan Township Supervisor's Office, and Lake County Career Guidance Consortium.

WaukeganPublicLibrary

128 North County Street
Waukegan Illinois 60085
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Lake County Career Guidance Consortium in cooperation with: Lake County Schools • Colleges • Community Agencies • Business, Industry, Labor • Regional Superintendent of Schools • Illinois State Board of Education

cgc LAKE COUNTY CAREER GUIDANCE CONSORTIUM

Office Located in the Lake County Area Vocational Center
19525 W. Washington St., Grayslake, IL 60030 312-223-6601

BUSINESS IS INVOLVED IN EDUCATION

WORKING TOGETHER

Grayslake Brochure

The Lake County Career Guidance Consortium . . .

a collection of business, industry, and educational leaders.

Major Objective . . .
to provide career guidance services and training in Lake County.

Career Guidance . . .
the delivery of information and experience to assist in preparation for future employment.

The Consortium serves the people of Lake County through on-site consultation, inservice training, and the dissemination of career information and resource material. Through our efforts, educators have been given training not available to them in their school districts. Thus, students can be better prepared to make career decisions, and employers will begin to find workers who are directed and motivated.

"Students are better able to make sound career decisions when employers give them a chance to experience business situations first hand."
James Deany
International Minerals & Chemical Corporation

"The commitment of business and industry to the philosophy and goals of the Career Guidance Consortium is an incentive to the school community to continue its support of the consortium. Participation in these activities will enable schools to better prepare their students for the world of work."
William Thompson
Superintendent of the Educational Service Region

"The Career Guidance Consortium provides an excellent opportunity for business and industry to establish a working relationship with the educational community. It offers great potential in terms of the positive influence these two groups can exert on the development and future of our elementary and secondary students."
Jim Wilmot
Travenol Laboratories

"Unlimited possibilities exist if proper career planning takes place. People need to know an active on going resource is available when needed. This is the Lake County Career Guidance Consortium!"
Charles Isley III
Waukegan/Lake County Chamber of Commerce

"Abbott Laboratories is pleased to give financial support and executive time to help improve elementary and secondary school career guidance programs. We feel that such programs directly impact our young people—who eventually become our prospective employees—in reaching one of their most important decisions: what career path to pursue in their lifetimes. This is important to us."
Ralph Edwards
Abbott Laboratories

You Can Help — Join Us!

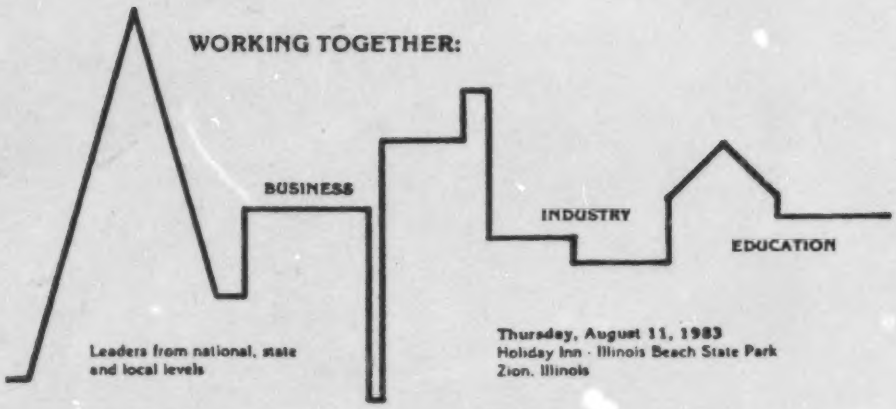
- Loan staff speakers for community school programs.
- Open doors of your plant or office to educators and/or students.
- Contribute staff time, physical and financial resources.
- Lend professional tradespersons and managers as teachers.
- Demonstrate and disseminate information about your business.

You Gain From Involvement

- Create a better skilled labor pool.
- Acquaint future workers with the needs of employers.
- Broaden the horizons of the school campus to include the world of work.
- Increase the effectiveness of education even in a time of shrinking tax-based resources.
- Give credibility to school subject matter.
- Take advantage of tax reduction opportunities.
- Increase product and service visibility.

Interested?
Contact: Jerry Gudauskas,
Executive Director,
Lake County Career Guidance Consortium
19525 W. Washington St.
Grayslake, IL 60030
312-223-6681

Grayslake Invitation



Conference sponsors: Lake County Career Guidance Consortium
Northern Illinois Association of Personnel Administrators

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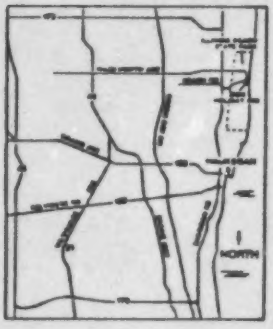


Registration

To register, submit a completed copy of this form for each person registering by **Tuesday, August 2, 1983.** The conference fee of $15.00 per person includes the cost of lunch and conference materials. Please mail checks payable to the Lake County Career Guidance Consortium. Send form and payment to:

Jerry Gudauskas
Lake County Career Guidance Consortium
19525 W. Washington Street
Grayslake, IL 60030

Conference Information 312 223-6681 ext. 243

Working Together: Business, Industry and Education

☐ $15 check enclosed for Conference August 11, 1983

☐ I am interested in the post-conference golf outing

Name: _____ Title/Position _____

Company/School: _____

Business Address: _____ Tel · _____

Overview

A conference designed for business, industry and educational leaders

The purpose is to provide a forum and initiate dialogue among the decision-makers from business, industry and education. Business and industry need to know what the educational and training institutions are doing to address the employment needs now and during the next 5 to 10 years. Education needs to know what skills are required for the changing technologies. Both needs must be linked together through collaborative efforts. Education is a part of Economic Development. Information will be presented from national, state and local levels.

Registration
10:00 a.m.

Coffee and rolls with be provided.

Welcome and Introductions
10:15 a.m.

Jerry Gudauskas, Executive Director, Lake County Career Guidance Consortium
Bob Allred, Head Counselor, Zion-Benton High School and Consortium Vice President of Programs
Anita Rattay, Assistant Vice President, First National Bank of Libertyville and Treasurer, Northern Illinois Association of Personnel Administrators

The Career Guidance Consortium
10:30 a.m.

James Denny, Human Resource Manager, International Minerals and Chemical Corporation, and President, Lake County Career Guidance Consortium, will present an overview of the Consortium. Mr. Denny will explain the Consortium activities with business, industry and education.

Changing Corporate Structures
11:00 a.m.

Brian P. Howard, Vice President Human Resource Development, Gould Inc., will describe the Gould reorganization as related to changing from a battery/automotive supplier to computers and other areas of high technology. Gould is pioneering new employee incentives and using the concept of internal venture capital. As corporate structures change, so do the employee skills needed in today and tomorrow's high technology.

Buffet Luncheon
12:00

National Perspective
12:45 p.m.

Gerard Gold, Senior Program Officer of the National Institute for Work and Learning, Washington, D.C., will share from the national level examples of partnerships which have been created by business, industry and education. He will discuss why collaborative councils were formed between the private sector and the training institutions for mutual benefit.

Local Views
1:30 p.m.

A panel of leaders from business, industry, education and elected officials will present their views on human resource needs and what is being planned to fulfill the educational and training needs. Questions will be taken from the audience.

Panel moderator: Peter Johnson, Executive Director, Illinois State Vocational Education Advisory Council

Panel members: Susan M. Croy - Manager Human Resources Planning, Abbott Laboratories
Adeline Geo-Karis - Illinois Senator, District 31
Russell Hamm - Director Economic Development, College of Lake County
Philip McDevitt - Superintendent, Lake Zurich Unit District 95
Virginia McMinn - Manager Human Resources, Rust-Oleum Corporation
Merv Pilotte - Director, Lake County Area Vocational Center
Paul Rundio - Superintendent, Warren Township High School

State Assistance
2:30 p.m.

Arlene Zielke, Illinois State Board of Education, will describe how the State assists in training or retraining employees for business and industry through programs and financial assistance.

Conference Summary
3:00 p.m.

The conference participants will be asked to generate ideas and recommendations for partnerships between business, industry and education at the national, state and local levels.

Optional Golf Outing

A post-conference golf outing is being planned at the Great Lakes Naval Base. This is a private course, and arrangements are being made by John O'Gorden (312-362-1869).

This conference is being supported by an Education/CETA linkage grant from the Department of Commerce and Community Affairs and the Illinois State Board of Education. Technical assistance provided by the National Center for Research in Vocational Education and American Institute for Research through the U.S. Department of Education. The conference does not necessarily represent, in whole or in part, the viewpoint of the above organizations.

NORTHWEST

Everett, Washington

Abstract of the Project

The Everett team members were concerned about the community's high unemployment problem. They asked two questions: (1) How can adults in Everett be helped to improve their career planning and development skills? (2) How can career development facilitators increase their skills and knowledge in career guidance, referral, and networking in order to be of more help to adults? Since many community career resources were already available, the team decided to pull them together and use them to provide answers to these questions.

The following strategies were implemented: presenting a series of career planning and development classes through the school district's Community Schools program, opening an existing high school career center on evenings for use by adults, providing individual career counseling, making referrals to other career resources, providing orientations of existing community career centers/offices for career facilitators, developing the Community Career Resource Directory, adapting a computer program to form the basis of a Career Information and Referral System, and conducting monthly networking meetings.

Community Profile

Everett is a midsized city of 54,000 residents. It is located thirty miles north of Seattle in northwestern Washington and lies on the main north-south highway, Interstate 5, which runs from Canada to southern California. It is bounded on the west by Puget Sound and on the north and east by the Snohomish River. The adjacent land is rural farmland.

Economically, the area is heavily dependent on two main industries, aerospace and wood products. The major aerospace employer, the Boeing Company, accounts for 50 percent of the manufacturing and 25 percent of all employment in the county. The major wood products companies, Weyerhauser, Scott Paper, and Nord Door, also heavily influence the economy.

Because of this lack of diversity, the decline recently of those two industries, and the massive budget cuts by the state government, Everett has become an economically depressed area. Housing construction has been almost nonexistent. Airplane orders have been slow. The unemployment rate has hovered around 12 percent.

The Everett population is primarily Caucasian, but the area has seen a recent increase in its Asian population due to refugee immigration.

The community's public school system includes twelve elementary schools, three middle schools, two high schools, one alternative high school, a skill center (serving eleven school districts), and a community college.

Prior to this project, a number of community organizations had been actively involved in cooperative career guidance efforts. Besides the career "posts" (clubs) offered to youth seeking career information and experience, the Boy Scouts-Explorers program conducted yearly career interest surveys of all high school students. The computer-tabulated results were given to the high schools, where they were used as a basis for career guidance activities during the year. For the previous two years, the Everett Rotary Club had provided weekly career speakers for career seminars at the high schools.

The Employment Security Department, as part of its service to the public, provided some individual vocational counseling, career information, and employment research and statistics. The Everett Public Library provided career information, in various forms, for its patrons. Western Gear Corporation provided tours for students, sent speakers for classroom presentations, and participated in vocational program advisory councils. Although these organizations were making valuable contributions, no planned, goal-specific collaboration in career guidance had been tried.

The Community Team

The team began with the local school district's director of vocational education. He had been one of twelve national trainers for the first of the three national collaborative projects and had also been active as a resource person in the second project. When he was appointed to his new position, he was aware of the third effort and contacted the high school vocational counselor. The two of them identified a number of community and school leaders whom they knew would make a strong contribution to a project in Everett.

Included on the initial team were the two founders, plus representatives of Boy Scouts-Explorers, Washington Employment Security Department, Everett Rotary Club, Everett Public Library, Everett Chamber of Commerce, City of Everett Youth Advisory Committee, and Western Gear Corporation. Later, members were added from Hewlett-Packard, Olympic Bank, and Everett School District (English as a Second Language and Community Schools).

The vocational counselor was selected as team captain and went to Ohio to receive training in desired project goals, procedures, and resources. When he returned to Everett, he and the vocational education director conducted a combined training and planning session with the team. (This

training was amplified by the technical assistance mentioned below.) The team captain took an active role in organizing and maintaining the group as a team. Team meetings and subcommittee meetings were conducted at least once a month, and generally more often.

The team invited three staff members from the national project to assist in planning and carrying out the project. AIR technical assistants worked with the members in a one-day session to analyze what other teams were doing, clarify needs, goals, objectives, and resources, and design implementation strategies. The University of Missouri technical assistant helped the team design training for the career center volunteers.

The Everett team made extensive use of written communications throughout the first year of the project. Meeting notices were sent out in advance. Minutes of meetings were typed and distributed. Press releases were issued to local media. Notices and flyers on activities were sent out to community residents (and neighboring communities).

Selecting Target Population

During the early meetings of the team, in which members were writing their proposal to become a project site, there was agreement to select adults as the target population. The team wanted to serve all Everett adults rather than a special subgroup, such as unemployed, underemployed, or a specific ethnic group. After more discussion, team members also decided to serve the community's career development facilitators (i.e., professionals, paraprofessionals, and volunteers who were in positions to provide direct services to clients with career-related needs).

Assessing Needs

The team did not conduct a formal needs assessment. Instead, members relied on their own expertise and experience to identify the most critical needs of the target group. In addition to the urgent need for jobs on the part of many, client needs included more knowledge and skills related to the following:

- Personal career strengths and needs
- Available educational and occupational opportunities
- How to make wise career decisions
- How to set realistic career goals

- How to make career plans for progressing toward these goals
- Ways to put their plans into action

Career facilitators' needs included more knowledge and skills about the following:

- The career guidance process
- Community career development resources
- The state of the art in career guidance

The list of needs was typed and then verified through feedback from community career facilitators. The team decided to address all of these needs in its action plan.

Developing an Action Plan

After its all-day goal-setting and planning session, the team began to write an extensive action plan. It included the following goals:

- Goal 1: Select populations to be served.
- Goal 2: Identify population needs.
- Goal 3: Set goals and objectives for clients and career facilitators.
- Goal 4: Determine strategies to be used to implement program goals.
- Goal 5: Identify existing resources and acquire additional resources.
- Goal 6: Establish outreach procedures and public relations activities.
- Goal 7: Identify, acquire, and develop staff.
- Goal 8: Present a series of career-planning and development classes through the Community Schools program.
- Goal 9: Direct adults to other career-related resources.
- Goal 10: Provide orientations, visits, and presentations for career facilitators to all community career centers/offices.

- Goal 11: Provide career counseling to adults who request that assistance.

- Goal 12: Open the career center(s) for community use during nonschool hours.

- Goal 13: Conduct monthly networking meetings for community organizations providing career assistance.

Each goal was broken down into specific tasks, with completion dates. Once approved, the plan was not changed significantly during the course of the project.

Identifying and Acquiring Resources

The Everett team utilized a large amount of in-kind support from the organizations represented on the team. Examples of equipment and materials used, without charge, included printed occupational information (books, vocational aptitude tests), microfiche viewers and collections, audiovisual equipment, duplicating services, office supplies, and the career center's computer. The Community Schools program provided extensive publicity for the team's activities through its regular newspaper, sent to every Everett household. Meeting space was provided by several organizations. Team members volunteered their time for the project, as did the volunteers who worked in the career center.

The team received technical assistance from three national project staff plus assorted materials (e.g., learning modules, examples of evaluation instruments).

Implementing the Plan

The major activity of the year was going to be the opening of one of the school district's two high school career centers during evenings for use by Everett adults. Prior to this, however, the team began implementing many activities that would lead up to it.

For example, the team worked with the director of the Community Schools to advertise, recruit, and select the volunteers to work in the center. The public library donated a staff member to work at the center part-time. The team captain provided four hours of training for the volunteers. A class was set up, as part of the Community Schools extension program, for adults who wanted to learn about career planning and make use of the center.

The materials in the center were carefully reviewed for their appeal to adults. Personnel specialists from two corporations reviewed sample resumes and selected and edited the two best for inclusion in a packet for center users. The local Employment Security Department agreed to administer the

GATB (aptitude test) to the adults during evenings and weekends, as needed. Various materials, including a brochure on the center and information on how to use it, were developed and reproduced.

The career center was officially opened in the spring, during the sixth month of the project. As part of the class, each adult was given twelve sessions in the center--five that were structured orientations to resources and seven "open labs" for personal use of the resources. Over forty adults made use of the center during the first twelve-evening cycle. To show their appreciation to the volunteers as well as to the Community Schools, team members held an appreciation dinner.

Material was collected for the budding Community Career Resource Directory, although the Directory, as such, was not completed. Members began to exchange information with each other and to make new referrals of clients. Networking meetings of team members and other career facilitators were held during the year.

The team also made some progress toward the planned computerized Career Information and Referral System. A computer software package and then a computer were obtained by the district. The team plans to continue developing the system.

Evaluating the Project

In addition to participating in the evaluation activities of the national project, the team wanted to implement its own evaluation of the project. A subcommittee was formed to design the procedures to be used.

An attempt was made to use a pre- and posttest of career center volunteers' competencies. When the measure was introduced at the beginning of training, however, the volunteers refused to complete it, stating that they did not want their lack of competence to be recorded. As a substitute, a seven-item questionnaire about the career center, training of volunteers, and the collaborative project was answered. The results of the survey included the following recommendations:

- The Community Career Center should continue.
- It should remain part of the Community Schools program.
- The center should be open on different evenings and hours.
- A variety of drop-in and more formalized activities should be tried.
- More emphasis in training should be placed on the specific role of the volunteer career assistants.

o The collaborative project should continue.

In addition, the team measured users' satisfaction with the center by administering a questionnaire. Individuals who actually used the center's resources were asked to indicate whether they got what they wanted and to rate the resources they used. Only ten users completed the survey. However, their responses were generally positive. Most received all or part of what they wanted, and most rated the resources very helpful, particularly the career assistants.

Finally, the team met as a group to discuss the first year's efforts and survey results and to poll themselves regarding preferences for future activities.

Taking the Next Steps

The Everett team will continue to exist even though the national project will officially end. The career center will be open for adult use during three evenings a week. Eighteen volunteer career assistants were in training at press time. The career planning classes will continue through the Community Schools program.

The team plans to do more promoting of services and activities during its second year. The monthly networking meetings will take place in order to increase career facilitators' skills and knowledge and to improve the client referral process in the community.

The Community Career Resource Directory will be expanded, printed, and distributed to appropriate organizations and individuals. The team also plans to implement the next phase of the Career Information Referral System.

Suggestions for Other Communities

Team members offered the following suggestions to communities that are interested in collaborative efforts:

- Get some impetus behind the effort (e.g., a push from the school superintendent or mayor).
- Find a dedicated leader to manage the project.
- Select team members carefully to be certain they have the necessary interest in and time for the project. Choose people that will make commitments to stay active.
- Keep the effort simple, and set a specific goal to reach.

- Encourage the team leader to be fairly directive. Do not insist upon group consensus for every decision.

- Recognize the fact that the necessary resources are there; they just have to be put into action.

For more information on this community, contact:

Allen Brown
Vocational Counselor
Everett School District
4730 Colby Avenue
Everett, Washington 98203
(206) 339-4532 or 339-4430

Everett Training Handout

Everett

COMMUNITY CAREER CENTER

ORIENTATION

POINTS TO REMEMBER:

The COMMUNITY CAREER CENTER cannot:
- tell you what you should do for a career
- get you a job

The COMMUNITY CAREER CENTER can:
- give you information to help you in your search

ORIENTATION PROCEDURES

1. Hand-out materials to each person as they enter
   a. white evaluation sheet (collect right away)--names are optional--
   b. COMMUNITY CAREER CENTER brochure

2. Introduce Self
   a. explain your role (to help gather information-may not have all answers)
   b. what to expect from the CCC (above)

3. Give Brief Tour of Room (overview)--show where things are plus brief description
   a. Table--interest tests, aptitude tests,etc.(to know more about yourself)
   b. Occupational Information
      Books (D.O.T., OOH, etc.) - on shelves
      WTG Files - show file cabinet with cards and file boxes
      Career Computer - briefly explain what it provides
   c. Schooling and Training
      Community Colleges - shelves and micro-fiche
      4 Year Colleges - shelves and microfiche
      Apprenticeships
      Voc-Tech Schools
      Military
      Private Trade Schools
   d. Work Section
      Books - on job finding, etc.
      Files - application info, resumes, job search, etc.

4. Explain "How do I find what I want?"
   a. Use brochure to refer to 6 steps in career planning
   b. Explain checklist guides to resources for each step
   c. Show where checklists are

5. Turn'em Loose!

6. Have Fun!

Everett Publicity

EVERETT HIGH SCHOOL
2416 COLBY AVENUE
EVERETT WA. 98201
(206) 343-7475 EXT. 52

CASCADE HIGH SCHOOL
801 CASINO ROAD
EVERETT WA. 98203
(206) 342 7500 EXT. 57

A N N O U N C I N G . . .

GRAND OPENING OF THE

"COMMUNITY CAREER CENTER"

ALL STAFF:

The Everett High School Career Center is being made available for use by Everett area adults. It will open Tuesday and Thursday evenings for six weeks beginning April 19th.

If you or someone you know is thinking of a career change, looking for work, or wanting to explore career options, the "Community Career Center" can be of help. Call the Community School office, 342-7534, to sign-up.

We hope to have the Center open as a community resource during the evenings on a regular, year-around basis beginning next fall.

A brochure copy is attached.

Allen Brown

CAREER ASSISTANCE AND JOB PLACEMENT FOR YOUNG ADULTS

AN EVERETT SCHOOL DISTRICT VOCATIONAL PROGRAM

Everett News Clipping

Schools open new career service here

By John Townes

Are you looking for a job, but are confused about exactly what career to pursue? Or are you ready for a career change and want to explore your options?

If so, the Everett School District has a new service that can help, the Community Career Center (CCS) offering career guidance and information.

The CCS offers the services of the Everett High Career Center to the public. Until the CCS program began two weeks ago, these services were only available for students.

"A lot of people had been asking that we open the Career Center to the public also," explained Allen Brown, vocational counselor at Everett and Cascade high schools.

As a result of these requests, the district set up a pilot program to open the career center at Everett High to the public on Tuesday and Thursday evenings.

The center offers services to help job seekers clarify their career goals and options, including information about specific careers and training, the types of jobs available. It also offers testing and counseling to clarify the person's individual skills and interests.

The CCS program is operated through the district's Community Schools program. There is the standard Community School's $2 registration fee, and users are encouraged to attend an orientation session on how to best use the center.

During these extra hours of operation, the center will be staffed by trained volunteers.

While the CCS obtains job listings from the state's Employment Security Service, its main purpose is to provide general career information and guidance, not specific job placement.

"We provide the information people need to make their own career decisions," explained Brown. " We keep track of job openings in the area, and we do have job listings available. But these are used mainly for research purposes, and to show what types of jobs are available, and how many openings there are in a particular field. If you're interested in becoming a truck driver, for example, you can find out the jobs in that field there are available here."

Career testing is also available at the center, to help people determine their specific aptitudes and interests.

Brown said that the CCS at Everett High will be open from 6 to 9 p.m. on Tuesdays and Thursdays through May 26. At the end of the school year, the district will evaluate the use the center has received.

If there has been sufficent use and favorable response, the center will be made available to the public in the future, possibly on an expanded basis. "We'd like to see it open all year round as a community resource like the library," said Brown.

Volunteers representing several area businesses and organizations have helped establish the CCS program, forming the Everett Community Collaborative Career Guidance Committee.

Members of the committee include Loree Parker from the Boy Scouts; Bill Dohler from the Chamber of Commerce; Dr. Glenn Adams from Everett Community College; Mark Nesse from the Everett Public Library; Sue Simmons from Hewlett Packard; Gary Meisner of the Rotary Club; Denise St. Denis as student representative; Clete Lynch from the Washington State Employment Security Office; and Diane Anglin from Western Gear Machinery.

School district staff that worked on the project include Brown, Kathy Hall, Dr. Richard Lutz and Karen Carpenter.

The CCS is located in Room 100 of the Commercial Building at Everett High, on the corner of 25th and Colby.

If you are interested in using the center, or would like more information, call the office of Community Schools at 342-7534.

EVERETT NEWS TRIBUNE
May 4, 1983

NORTHWEST

Nampa, Idaho

Abstract of Project

The rural community of Nampa was concerned about the increasing number of high school students who were dropping out or considering dropping out of school before graduation. Part of the problem was the fact that students were not aware of their career options and of the career-related help available to them from the schools or from the community at large. The many migrant workers in Nampa were unaware of the career help and other support services available to them and their families.

The team members tackled the problem in several ways. They developed a printed directory that listed and described the career guidance resources in Nampa and distributed this to professionals who interacted with the dropouts and potential dropouts. They distributed a shorter version of this to the dropouts themselves. The team members conducted a public workshop on career guidance and unemployment and made a videotape of the proceedings for public use. Finally, they sponsored a career awareness seminar to introduce students to employment opportunities in large corporations involved in high technology.

Community Profile

Nampa, a rural community of approximately 29,500 people, is located in the southwestern region of Idaho. It is nineteen miles west of Boise, the state capital. The primary sources of income for residents of Nampa and the surrounding area are farming and agriculture-related industry, such as seed developing, food processing, and farm equipment retailing. Small industry, such as the manufacturing of wood products and steel and electronic instruments, is also growing in importance.

One unique aspect of Nampa is its Spanish-speaking migrant worker population, which moves in and out of the area according to the seasonal work available. In addition to the limited English-speaking migrant families, a group of more than sixty limited-English-speaking Romanian refugees moved to the area during the first few months of the project.

Nampa's educational system includes ten elementary schools, two junior high schools, one high school, three parochial schools, Northwest Nazarene College (an accredited four-year college), and the College of Idaho, ten miles west of Nampa. A number of postsecondary vocational-technical schools and Boise State University are located in Boise.

Prior to the start of this project, there were a number of career-guidance-related services and activities within the community. The organizations providing these services included Nampa School District, Northwest Nazarene College, Idaho Job Service (including CETA programs), Nampa City Library, Canyon County Information Referral Service, Mercy Medical Center (which provided health career fairs and a variety of self-improvement classes), Nampa City Recreation Department, Idaho Migrant Council, and the College of Idaho. The Nampa School District had been operating a career education program for kindergarten through high school for seven years.

Approximately eleven years ago, in an effort to collaborate and share information, representatives from several of these organizations formed a group called Interagency. This group met regularly and shared services in an attempt to eliminate unnecessary duplication and to extend the proper services to those individuals needing them. Although efforts to collaborate continued, career guidance activities in the community remained independent, with each agency providing services to a relatively small number of clients. Little effort was made to share information or other resources with each other.

The Community Team

Originally, Nampa School District's coordinator of career education was contacted by the state career education coordinator to determine her interest in applying for her school to be a pilot site in the Guidance Team Training Project (the second of the three national projects in a series). The Nampa coordinator, who eventually became the team captain, presented a proposal to the Education Committee of the Nampa Chamber of Commerce. The proposal was accepted by the committee and forwarded to the Board of Directors of the chamber, where a commitment was made to send two representatives to serve on the team. The Migrant Education Resource Center, which represented local and surrounding area minority groups, also agreed to participate and send two representatives to the team. Other team members included the vice-principal of one of the junior high schools and a counselor from the same institution.

Three of the team members had received training in how to set up a comprehensive, community-based, career guidance program as part of the first national project. As part of the second project, these three and the other team members participated in two two-day training workshops conducted by an out-of-state consultant. The group experienced some frustration as members and the trainer wrestled with defining the team's potential goals and action strategies. The team finally decided on its action plan.

Throughout the first year, the team met about once a month. Meetings were supplemented by calls and memos from the team captain and other members. Over the course of the year, one of the two representatives from the Migrant Education Resource Center left the team and was replaced by a person from the I Believe Detention Home, a halfway house for juvenile offenders.

A similar meeting pattern was followed the following year, although meetings became less frequent in favor of more telephone contacts. The team leadership changed hands, and a representative was added from the Adolescent Health Center.

Selecting Target Population

The team members wanted eventually to serve the entire community, but decided to begin with the group that seemed most in need of help--individuals who had dropped out of school plus students in junior high and high school who could be considered potential dropouts. They made this decision based on their own direct experiences with young people in the community and on indirect comments they had heard from community residents. As the project began to unfold, the team added an additional subgroup to its target population: the students among the newly arrived Romanian refugees.

During the second year, the team continued to focus on dropouts and potential dropouts, In addition, some assistance was provided for unemployed and underemployed adults.

Assessing Needs

In 1977, the Nampa School District conducted a formal needs assessment, which identified the dropout problem as critical. The team members believed that the need for career guidance was so apparent that another survey would be redundant. They invited two students--one dropout and one former dropout who had returned to an alternative school program--to meet with the team one evening and, over dinner, the team shared ideas and questions with the two teenagers. What they said increased the team's determination to improve career guidance opportunities for this population.

The team members did a type of community agency needs assessment as they worked on their first goal, which was compiling a directory of all guidance activities in Nampa. As they started to collect information on what services existed, the need became very apparent for a directory that clarified the purposes and activities of different organizations.

As the project went into year two, the team members met to discuss which needs still were unmet. Based on members' ongoing experiences, they concluded that the need continued for more information about career-related assistance in Nampa. In addition, there seemed to be a growing need for information on how to motivate individuals, particularly those who continued to be unemployed or underemployed. The team members did not conduct an official needs assessment, but felt confident that their assessment of the prevalent needs was accurate.

Developing an Action Plan

The team members developed their first action plan during and after the initial training sessions. They set the following goals for themselves:

- To compile and distribute a list and description of community guidance activities
- To make the Idaho Career Information System available to adults and youth in the Nampa community
- To extend guidance communication to students who have dropped out of school before graduation

Individual team members worked on the separate sections of the plan, and the team captain organized and edited the separate parts into one final document. The team did not make any major changes in the plan during the first year.

During the next year, the team set the following goals and objectives:

- Goal 1: To facilitate the continued use of the Career Guidance Directory and brochure.
  - Objective: To promote the use of the directory and brochure.
- Goal 2: To establish a vehicle for one-on-one career guidance for high school dropouts.
  - Objective: To implement a program of career counseling for high school dropouts by utilizing Northwest Nazarene College sociology students.
- Goal 3: To develop a program to raise the awareness level of career guidance counselors and business/industry persons to the need for more comprehensive career guidance for all citizens.
  - Objective: To provide a seminar on effective career guidance procedures for small town applications, including follow-up activities, if appropriate.

Implementing the Plan

A dinner with the student and former student (who, incidentally, decided to return to school after meeting with the team) was the activity that served to get the team moving on its plan. The members decided to use the directory of community guidance services as the vehicle for talking with community agency representatives and for helping them find ways to collaborate. Two lists were to be developed: (1) a comprehensive, detailed directory of services for use by guidance professionals; and (2) a shorter version that could be used by students who had already left school early or who might be considering leaving.

What seemed to be a short, information-gathering step turned into a lengthy yet meaningful process. The team sent out a questionnaire to about forty agencies. Before agencies would agree to be listed in the directory, they had to discuss internally what their purpose really was and how they wanted to be portrayed in the public document. As organizations heard about the directory, they suggested others to be included. The team began to see overlaps as well as some gaps in activities.

At the same time that the directory was being developed, the team began building support for the second goal, to make the Idaho Career Information System available to the community at large. It first had to ensure that the system would be retained at the high school, since funds were running low and the system was in danger of being dropped by the Nampa School Board in budget negotiations. Chamber of Commerce members as well as other community leaders were alerted to the impending cuts, and these individuals made contact with the board. The board voted to retain the system for another year.

The team developed a plan for helping community members make use of the system, including ways to make the computer available outside of regular school hours. Northwest Nazarene College also implemented the system and began serving as the data storage facility for Nampa and other Canyon County towns. This change cut the cost of the system by eliminating the long-distance telephone service previously needed.

The team put on a community-wide, public seminar for citizens interested in career guidance and in ways of motivating unemployed and underemployed persons. Two out-of-state consultants were hired with project technical assistance funds to conduct the all-day event. A total of 120 attended, and a videotape of the proceedings was made. The videotape was partially edited and made available to organizations in Nampa as well as Boise.

A third consultant was brought in to conduct a seminar for high school students. The purpose was to heighten students' awareness of opportunities in large corporations, particularly those within high-technology fields.

The team did not seek extensive publicity, but it did made use of the local newspaper to publicize its activities. The members also reported regularly to the sponsoring agencies, the Education Committee of the Chamber of Commerce, the Migrant Education Resource Center, and the Nampa School District.

Identifying and Acquiring Resources

The team members managed to do some project tasks during regular working hours, but also met during lunch breaks and some evenings to work toward their goals. They utilized in-kind space, equipment, and materials for the project, since their professional responsibilities overlapped with project responsibilities. They held meetings in conference rooms and offices at the School District headquarters, the Chamber of Commerce, Alice's Fabrics, the Country Inn Restaurant, and the Migrant Education Resource Center.

In addition to this in-kind support, the team utilized resources available from the national projects, including funds to print the directory and funds to hire three consultants for the career seminars. They also invited a technical assistance consultant from AIR to visit, and she helped the team review action strategies, develop the format for the directory, and identify additional funding sources.

The team pursued several other funding possibilities. Although the members refuse to take full credit for obtaining the funds that were allocated, a number of resources were acquired and used (at least in part) to meet the team's project goals. As mentioned earlier, several members were instrumental in convincing the school board to assign district funds (approximately $5,000) to retain the Career Information System. The team also helped convince the chamber to have a fund-raising luncheon for further development (including teacher inservice training) of career education and economic education for kindergarten through high school. A total of $4,300 was raised.

The team captain, as part of her district career education responsibilities, applied for funds that also contributed directly or indirectly to the team's efforts. These included the acquisition of a Career Education Incentive Act grant of $14,000, which helped fund a junior high school guidance center and training for teachers and parents of migrant children; $300 in Vocational Education Act funds from the Idaho Department of Education; an Idaho Department of Energy small grant of $9,200 to provide inservice training for teachers; and $5,700 from the Idaho Council for Economic Education. The first team captain also acquired federal refugee education funds for the Romanian students enrolled in the schools.

Evaluating the Project

Most of the team's evaluation activities have been informal. Members noted the positive reactions of the community organizations to the development of the directory and brochure. They used the increased number of organizations that participated as an indicator of success. Members also noted the positive reactions of community members and school staff to the board's decision to retain the Career Information System.

The team had the participants in the career seminars formally rate the events. An analysis of responses indicated that participants were well pleased with the events.

Taking the Next Steps

At press time, team members still spoke enthusiastically about implementing a mentoring program with Northwest Nazarene College. The program would pair college students in sociology (and possibly psychology and education) with students who had dropped out or who were considering such a step. Plans are to proceed with the program when the school year begins.

The team members plan to continue on the team, although contact will probably be less frequent and structured. A new team captain will be sought.

Suggestions for Other Communities

Team members offered the following suggestions to communities that are interested in collaborative efforts:

- Handpick team members to be certain that the team is made up of "doers" and not just "joiners." Choose people who are interested in youth and community collaboration.
- Keep the team small in the beginning. Add more members later, if needed.
- Publicize the team efforts on a regular basis. Consider assigning someone to the publicity task.

For more information on this community, contact:

Mr. Keith M. Pickett or Ms. Ellen Howard
Nampa School District No. 131
619 South Canyon
Nampa, ID 83651
(208) 467-5288

Nampa News Clipping

In Nampa

Career seminars slated

Increased employee productivity and job placement successes will be targeted during a day-long employer and career guidance seminar scheduled for Feb. 22 in Nampa.

The Nampa Community Guidance Committee, composed of volunteers from the Nampa Chamber of Commerce, Nampa School district and public service agencies, is offering the seminar to help persons "plan for the economic and social changes facing you in the job market today and in the future," according to Ellen Howard, a committee member.

The seminar is free to the public and will be held at Nampa City Hall in the council chambers. Persons who plan to attend should call 466-4641 or 467-5281 ext. 230, to help the committee provide adequate seating arrangements, Howard said.

The first session begins at 9:30 and concludes at 11:30 a.m. In the "Future Shock Meets Megatrends" session, persons will learn practical and enjoyable methods of using labor market information and forecasting techniques.

The second session, which begins at 1:30 and concludes at 3:30 p.m. is titled "Plugging People In! Remotivating the Unemployed." It will offer help to persons who are unemployed and help them take charge of their lives, employ job seeking strategies and solve their jobless problems.

The third session, "How Good Can You Stand It?" begins at 7:30 p.m. and concludes at 9:30 p.m. Persons will hear several proven strategies for motivating employees, increasing their job satisfaction and increasing productivity in organizations.

The presenters of the seminar are nationally known consultants in the career guidance field.

Linda Phillips-Jones, a research scientist, training and career development consultant and personal counselor for individuals, couples and groups, will present the first two sessions.

John McLaughlin is a human resource consultant to numerous companies including American Telephone and Telegraph, First Interstate Bank and Mountain Bell.

The cost of the speakers is being covered by the National Center for Research in vocational Education, and the American Institutes for Research.

Howard said the two-year-old committee has goals to promote the use of a directory of guidance services in the Nampa area which was developed by the committee last year.

The Nampa committee is one of 30 nation-wide pilot committees established to test the theory of promoting career guidance.

Idaho Press-Tribune

February 20, 1983

Nampa Seminar

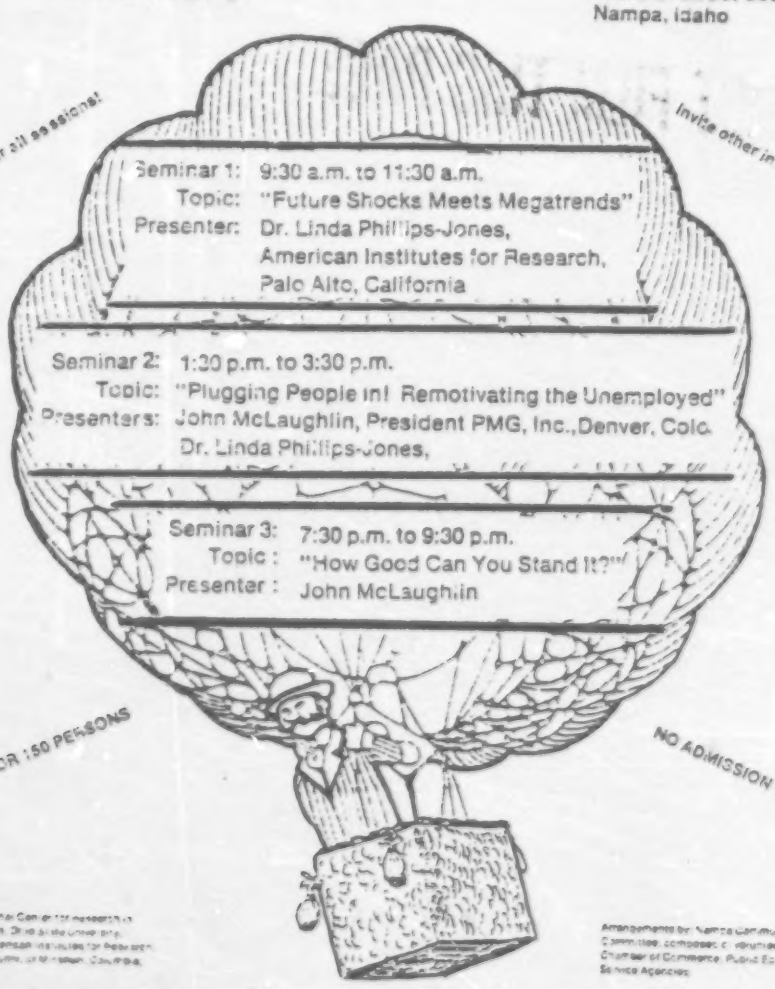
EMPLOYER / CAREER GUIDANCE SEMINAR

Nationally Renowned Presenters

DATE: Tuesday, February 22, 1983
PLACE: City Council Chambers
Nampa City Hall
411 3rd. Street South
Nampa, Idaho

Attend any or all sessions!

Invite other interested persons!


Seminar 1: 9:30 a.m. to 11:30 a.m.
Topic: "Future Shocks Meets Megatrends"
Presenter: Dr. Linda Phillips-Jones,
American Institutes for Research,
Palo Alto, California
Seminar 2: 1:30 p.m. to 3:30 p.m.
Topic: "Plugging People in! Remotivating the Unemployed"
Presenters: John McLaughlin, President PMG, Inc., Denver, Colo.
Dr. Linda Phillips-Jones,
Seminar 3: 7:30 p.m. to 9:30 p.m.
Topic: "How Good Can You Stand It?"
Presenter: John McLaughlin

SEATING FOR 150 PERSONS

NO ADMISSION CHARGE

Please RSVP to: Nampa School District 467-5281 Ext. 230 or Nampa Chamber of Commerce 466-4641

FAR WEST

Kona, Hawaii

Abstract of Project

How does a guidance team in a rural setting help its high school students explore careers and make better career decisions when local businesses and industries are limited, jobs are scarce, and the closest college or vocational training center is two hours away? The Kona, Hawaii team decided to tackle the problem by pooling as many resources as possible within the community. The members have used the local newspaper and radio station to build community support for four major activities: (1) developing a resource manual of organizations willing to give students hands-on and career-shadowing experiences; (2) establishing a communitywide career network for linking organizations and students in career exploration; (3) retaining the computerized career guidance system at the local high school to enable students to get career information from the database at the University of Hawaii; and (4) cosponsoring Kona's first Career and College Fair for youths as well as adults.

Community Profile

Kona is the geographic name for the west side of the "Big Island" of Hawaii, the largest of eight islands that make up the state of Hawaii. The Kona area stretches a little over 100 miles along the western coastline of the island. It is basically a rural area, sparsely populated. The major population center is the small town of Kailua-Kona. There are approximately 16,000 residents of Kona, and it is currently the fastest growing area in the state. Kona has a multiethnic population of Japanese, Chinese, Native Hawaiians, and a mix of Caucasians. Tourism and agriculture are the major sources of income.

Konawaena High School is the only high school in the area. There are no postsecondary institutions in Kona, although some extension courses from the University of Hawaii have recently been offered. The closest community college/four-year college, a branch of the University of Hawaii, is located in Hilo, a two-hour drive from the Kona area. The only other postsecondary school is a beauty college, also located in Hilo.

Prior to the formation of the Kona Career Resource Team, career guidance activities in Kona were limited to those offered at the local high school and the services provided by two governmental agencies, the field office of the Hawaii Employment Service, and the Hawaii Department of Vocational Rehabilitation.

The high school was operating three types of career-related activities: (1) the annual Career Day (which was initiated one year before the team was formed), (2) the required one-semester ninth-grade guidance class (which

included a unit on vocational interest testing), and (3) the career center (which utilized a career guidance computer terminal and various printed materials for students in grades nine through twelve).

The Employment Service helped local residents link up with local job listings, but conducted no formalized career guidance activities. Vocational Rehabilitation provided guidance only to individuals with disabilities. There was very limited contact among these three organizations.

The Community Team

The initial idea for the Kona project came from two staff members of the Hawaii Department of Education. These two women attended one of the regional training workshops of the first of the three national projects. When they returned home, they contacted an individual they knew was interested in improving career guidance at Konawaena High School. He agreed to attend the national training workshop (for the second project) and to try to bring back ideas for a potential team effort in Kona.

The project did not get off to a strong start. His first efforts to interest school officials were unsuccessful, partly due to the delayed start-up of the national project and partly due to the school's making commitments to other efforts. He decided to try again, and in the combined role of trainer and interim team captain, he contacted several individuals in the community whom he had met through past activities.

The initial group was made up of representatives of four organizations: the high school, Hawaii County Economic Opportunity Council, Kona field office of the Hawaii Department of Vocational Rehabilitation, and the Youth Committee of the Kona Chamber of Commerce. The group submitted a proposal, was approved as a project team, and quickly asked other key organizations to join. These included KKON radio station, Kona field office of the Hawaii Employment Service, and a land-surveying business owner with considerable knowledge of state legislation and politics. In addition, the president of the junior class at Konawaena High School was invited to become a team member.

The team captain conducted the training for the group over a four-week period. In addition to attending four formal sessions, team members met informally several times to iron out the details of their action plan for the first year.

During the next six months, the team met at least once every three weeks. The team captain organized most of the meetings, although they were usually held at local businesses or members' homes. There was frequent contact by telephone among the members of the team.

In the second year, the team changed slightly. The member representing the Chamber of Commerce became the team captain, one new member (a private planning consultant who later became chair of the Chamber's Education Committee) was added, and one former member (the land surveyor) resigned. The meeting pattern was generally the same, although meetings were spaced about six weeks apart.

Selecting Target Population

In the initial training sessions for the first project, the team members unanimously agreed that the group with the most pressing needs in Kona was high school students. After graduation, the young adults' opportunities for college or vocational training were extremely limited, and there were apparently few job opportunities in the area. At the same time, some businesses were reporting a shortage of job applicants for the openings that did exist. The team decided to focus its initial efforts on Kona students in grades nine through twelve.

At about this same time, the team heard of a group of students with disabilities who needed transportation to various work-study sites. The team decided to include these students as an additional subgroup to serve.

As the project progressed, team members continued to focus on the student audience, but added parents and other adults as one more target group to serve.

Assessing Needs

Originally, the team members believed they knew the general needs of the target population. They based their knowledge upon their own experiences with high school students and upon informal interviews they had had with teachers, counselors, students, and members of the business community. As the project progressed, however, the team concluded that it needed more concrete information about the specific needs of the students.

The group decided to administer a formal questionnaire survey to three groups: graduating seniors, parents of graduating seniors, and others (i.e., business representatives, teachers, counselors, and school administrators) who were in positions to know the needs of the students.

The team reviewed samples of needs assessments conducted by other groups, met with technical assistance staff from AIR, and finally drafted three forms of a questionnaire. They pilot-tested these on a small number of individuals, made revisions, and produced enough copies for distribution. Before they sent out the questionnaire, they asked the local newspaper and radio station to publicize the study. Approximately 600 questionnaires

were distributed, and 379 were returned. AIR helped the team analyze the data and prepare a summary report.

The findings of the needs assessment indicated that senior students, parents, representatives of the Kona business community, and high school faculty members agreed on the need for more career guidance help for seniors. Specifically, the students needed assistance with setting goals after graduation, knowing what education and training were needed to meet these goals, and identifying how personal characteristics (e.g., interests, abilities, and values) can determine career choice. The adult respondents favored more individual career counseling for the students, whereas the students themselves stated a preference for more field trips and hands-on experiences with business/industry.

During the second year of the project, the team members agreed that these needs were still a priority for high school seniors as well as younger high school students. Based upon comments of numerous parents and other adults, the team added two additional needs of the community's adults: (1) knowledge and skills to set up small businesses and (2) knowledge about career options for themselves as well as for the community's youth.

Developing an Action Plan

Once the target population was selected and needs were at least partially identified, the team moved into its action plan. Using the format provided by national project staff, the team members as a total group brainstormed ideas for goals, objectives, and implementation activities. Individual members then volunteered to develop the content for each section of the plan, and the team captain did the final editing of the document. The team chose to focus on the following four goals during the first year:

- Goal 1: To develop a community resource manual listing hands-on career exploration opportunities for students
- Goal 2: To develop a referral system to match students with these resources
- Goal 3: To retain the high school's career guidance computer terminal, which was linked to the University of Hawaii-Hilo data-base
- Goal 4: To obtain transportation to work-study sites for special education students

The team followed its plan closely during the first year. In fact, the only modifications were some changes in dates for implementing some of their activities. During the next year, the team selected the following three goals:

- Goal 1: To expand the high school hands-on and career guidance and exploration program
- Goal 2: To cosponsor (with the University of Hawaii-Hilo) Kona's first Career and College Fair.
- Goal 3: To develop a series of seminars on starting and developing small businesses.

Identifying and Acquiring Resources

Several of the team members were able to spend time on project tasks during their regular working hours. They were also able to use in-kind resources, such as telephones, paper, stamps, office space for meetings, and copying machines. All of the team members donated time to the project after working hours, primarily in late afternoons and evenings.

In addition to these in-kind resources, the team decided to pursue resources from various agencies. The group asked the Hawaii County Economic Opportunity Council to provide a van two times per week to transport special education students to their work sites, and the request was approved.

The team submitted a proposal to Alu Like (a CETA-funded organization) for a student position to help with the manual and referral system, but the proposal was turned down. Members then applied to the Hawaii Department of Education for a Career Education Incentive Act minigrant to implement the planned career exploration activities, and this time they were successful in receiving $1,450.

One of the team members was given funds by her own employer to represent the team at a state conference on career education in the state capital. She and the team captain organized a booth about the Kona career resource team, complete with pictures, newsletters, newspaper clippings, and other information. The team captain was also funded by his employer to attend the state conference. A formal presentation on the team's activities was made by these team members.

During the second year of the project, in-kind resources were again used by the team. These included meeting space, telephones, postage, and copying, as well as the time and services of the team members themselves and the exhibitors and University of Hawaii staff member for the Career and College Fair. The team collected $300, the fee required by the University, from Kona businesses.

Implementing the Plan

The initial activity of the team during the first year was obtaining the transportation for the special education students. This accomplishment was noted in the local newspaper, primarily because it was an example of how two community organizations shared resources.

Next, the team concentrated on helping the high school keep its career guidance computer terminal, which was available through a temporary grant, and which was about to be removed. One of the team members spearheaded a successful effort to convince state legislators to include funds for the computer terminal in the next year's budget. The legislature approved the expenditure; the computer terminal was temporarily saved. Finally, the high school principal, himself an unofficial member of the team, agreed to retain it in his next year's operating budget. Again, the team received favorable publicity in the local newspaper and on the local radio station.

The needs assessment activity, in addition to providing specific student data for the career exploration activities, served to acquaint the community with and build interest in the team's efforts. The publicity surrounding the study led more businesses to contact the team and offer help.

Implementing the use of the resource manual and career exploration activities for students took a little longer than was expected. When funds for the student assistant position were turned down and the team captain was temporarily reassigned to another job, there was a delay in implementing the activities. Finally, however, the information on community resources was gathered, and the manual was completed. Students began their exploratory experiences in businesses throughout the area.

Soon after this, the team made a concerted effort to help another collaborative project get off the ground. Members heard of a federal request for proposals to conduct economic development activities with Native Hawaiians. A series of meetings was held by the team and other community representatives, and a proposal was submitted. Unfortunately, the project was not funded. (None of the applicants were approved.) Team members were disappointed yet philosophical about what was learned and future strategies they might pursue.

Meanwhile, the team geared up for its next implementation activities. The high school career-shadowing program continued to operate, with more students and businesses taking part. The team's role became that of encourager from the sidelines. After researching what other Kona groups were offering in small business development, the team learned of two successful seminars already underway and so decided to drop its goal of providing similar training.

The team turned its energy to cosponsoring the Career and College Fair. In the past, Kona students were bussed to Hilo for the annual fair. Because of the long travel time needed, the students who could go were able to spend relatively little time at the fair activities. Team members became excited about having a local fair that would allow not only youths, but also their parents and other adults to participate.

Contact was made with the University of Hawaii-Hilo sponsors, meetings were held, and an agreement was made to schedule a fair during Fall 1983 in Kailua-Kona. At press time, several dozen colleges and universities from all over the country, military representatives, and businesses had made commitments to participate in the activity. The team has made plans to tie the fair into school-related career activities preceding and following the actual fair.

Evaluating the Project

Evaluation of activities has been informal. Midway through the first phase of the project, AIR technical assistants were asked to help the team examine its goals and evaluate its activities to date. The needs assessment that the team conducted validated the need for the goals and activities that were planned. It also caused the team to place more emphasis on a comprehensive career-planning program that served all high-school-age youth, including those not in school, and a little less emphasis on in school programs only. The team plans to conduct a formal evaluation of the College and Career Fair activities.

Taking the Next Steps

The Kona team plans to continue its efforts in the community, although its structure will be less formal than in the past. Since the group is now a known entity and continues to receive calls from a wide variety of organizations, members want to continue to be a resource for the area. The individual members plan to meld with other more institutionalized groups to implement goals, but they will meet from time to time to check progress.

Suggestions for Other Communities

Team members offered the following suggestions to communities that are interested in collaborative efforts:

- Try to have an ethnic and occupational balance of team members that reflects the balance in the community. Keep the male-female balance as even as possible.

- Select team members carefully. Choose persons who have proven themselves to be reliable on other committees.

- Choose a team captain who is enthusiastic, can easily work with every member, is able to facilitate compromise, and can make a definite time commitment to the project.

- Make good use of the community's media to publicize project goals and efforts.

For more information on this community, contact:

Ms. Kay Rhead
P.O. Box 818
Kailua-Kona, Hawaii 96740
(808) 329-1185

Career resource survey will be given to assess Konawaena High seniors' needs

KEALAKEKUA — A comprehensive career resource survey will be administered to Konawaena High School's graduating seniors Tuesday and Wednesday.

The students and their parents will be asked to answer questions.

The intent of the survey is to discover how seniors and their parents feel about the students' present career guidance needs, and how valuable various school experiences would have been in preparing seniors for jobs and careers.

Information gathered in the survey will be used by the Kona Career Resource Team and the school to plan new resources and programs for student career guidance at Konawaena High and Intermediate School.

The team members are especially interested in hearing from parents and hope that parents of graduating seniors will take time out to complete the survey and return it to the school.

The team also plans to survey Konawaena faculty members and the Kona business community.

"The opinions and ideas of all those surveyed will be important," said team member Jane Russell.

"In order to conduct an accurate survey we need as many of the surveys completed and returned as possible. We would like to emphasize to all those participating in the survey that their ideas are important to future planning and their help in thoughtfully answering the survey questions will be appreciated," Russell said.

The eight-member Kona Career Resource Team was formed after Kona was chosen as the state's pilot site for a new career guidance project operating under the direction of the National Center for Research in Vocational Education at Ohio State University.

The resource team is involved in developing plans it hopes will aid in improving current career guidance programs in the Kona community.

The survey, which has gone through a number of revisions, was developed by team members Henry Shimakura, a rehabilitation counselor for the State Division of Vocational Rehabilitation; Sid Hewitt, employment counselor for the State Employment Office; and Russell, a member of the School Advisory Council; with assistance from the American Institute for Research in the Behavioral Sciences in California.

Hawaii Tribune Herald, May 22, 1981

Buzz'n Kona

Buzz Newman

Adding a significant share

KONA — We regularly hear of groups working together in the community to improve the place where they live. Mostly we hear of these groups through news of some sort of fund-raiser or other request for financial support. This is not to say that most of these efforts are any less commendable, but often with limited resources we find ourselves pressed to make a choice as to which group should receive our support. Because of this regular clamor for funds, it is doubly refreshing to hear of a group whose very significant contribution is the result of lots of personal time, clear thought, and hard work.

Such a group in our community is the Kona Career Resource Team. Under the direction of the National Center for Research in Vocational Education, headquartered at Ohio State University in Columbus, this group of Kona citizens is taking positive steps to assure that our young people receive the best available career counseling.

Last year Alvin Rho, who is Konawaena's senior counselor, was selected to attend a special training workshop at Ohio State.

Returning here he promptly organized the Kona Career Resource team. Members include Kay Rhead, who last year chaired the community affairs committee of the Kona Coast Chamber of Commerce. In that position she organized the most successful career day at Konawaena High School. In a related activity Kay and her committee developed Kona's first Junior Achievement activity. Another member of the team is Jane Russell. Jane is manager of Kona radio station KKON, a member of the Hawaii County School Advisory Council, and she serves on the communications committee of the chamber.

Don McIntosh, a Kona land surveyor, was one of the very active supporters of last year's career day. Filling out the team are Henry Shimakura, a rehabilitation counsellor for the State Division of Vocational Rehabilitation; Sid Hewitt, employment counselor for the State Employment Office; Julia Kaupu, a director of the Hawaii County Economic Opportunity Council; and Summer Prettyman, representing the Konawaena student body.

Summer is president the junior class. Under the guidance of team chairman Rho the group has planned a course of action which will equip them to act as an assistance group to establish better career counseling. This week they are circulating a questionnaire in the senior class at Konawaena. This will be followed by a questionnaire which the seniors will take home to their parents. Finally they will seek answers from community leaders, teachers, and school administrators. Through this process they hope to get a clear picture of community needs. The primary consideration will be the needs of the seniors, but beyond that they hope that information gained on both unemployment and under-employment in our community will further arm them in their effort to provide the most effective career counseling.

Sometimes it seems as though fate works against us. On April 28, the chamber of commerce and the community planned a very special welcome for the arrival of the Oceanic Independence in Kona. But this was the day the ship suffered a mechanical breakdown in Hilo, and as a result was forced to bypass the Kona stopover. So the 150 travel agents whom we had planned to impress with the aloha of Kona didn't have opportunity to even see Kona.

In a similar vein it is interesting to note that people who have a sincere interest in promoting Kona as a place to visit come from all areas. Bessie Bogut of Kona Senior Citizens is a Royal Matron of the order of the Amaranth, a Masonic organization. In this capacity she plans to attend a convention of her order in Sacramento, Calif., next month. So that her fellow conventioneers will have opportunity to know about Kona, Bessie is loading up a suitcase-full of Kona walking tour guides and other information about our fair community for distribution at the convention.

It is a usual thing for the attendance at Kona Senior Citizens meetings to shrink perceptibly as the summer months approach. Many of the members live in the community only during the winter months. But in most cases as we bid them aloha, it is with the pleasant knowledge that we will see them again when they return in the fall. But this spring we are sad to bid aloha to two of our long standing members who are moving permanently to the Mainland. These two, long time residents of Hale Hookipa in Kainaliu, are Ita Johnson and Pacifico Banga. Our good wishes go with them.

Also leaving our community to permanently return to the Mainland this month, though not senior citizens, are our very good friends Frannette Gibson, and Jan and Cass Grimm. We shall miss them all.

APPENDIX

PROFILES OF ELEVEN COMMUNITY TEAMS

Northeast

- Barre, Vermont
- Watertown, New York
- Westbury, New York

South

- Collinsville, Virginia

Midwest

- Columbus, Ohio
- Ely, Minnesota
- Lincoln, Nebraska
- Warren, Michigan

West

- Orange County, California
- San Antonio, Texas
- Seattle, Washington

NORTHEAST

Barre, Vermont

Community Profile

Central Vermont encompasses thirty different governmental units including Montpelier, the state capitol. Barre City being the largest city in central Vermont. The business community is extremely diverse. With the exception of a few major employers (a dozen with a 100 or more employees), virtually the entire business community is comprised of firms with less than twenty employees. No single set of worker skills dominates labor needs. With more than half a dozen school districts feeding the labor pool, career education and orientation programs must be coordinated to serve the student population at large.

The Community Team

Pelton Goudey, founder and director of the Career Development Center, heads a seven-member team. The high degree of cooperation and effectiveness already existing among community leaders, employers, and agencies before the project was initiated has provided the team with tremendous support.

Career Guidance Action Plan

The action plan consisted of four efforts to meet the career guidance needs of the community, especially those of the unemployed. They are described next.

Accomplishments

The four thrusts of the Barre Career Guidance Project are as follows:

1. The Career Guidance Institute (CGI) is an intense, week-long program for teachers, guidance counselors and administrators, in which participants gain a real sense of what it is like to be out looking for a job. The CGI was originally sponsored by the National Alliance of Businesses. The sixth CGI was held this year. Interest in the team is to some extent a byproduct of these institutes, which have sparked the interest of 300 to 400 local businesses as well as the 160 participants. The project is currently looking for a mechanism to fund ongoing CGIs privately.

2. The project has undertaken a survey of 600 to 700 Chamber of Commerce members, asking if they are willing to serve as resources, to the schools through presentations, tours, shadowing experiences,

and so forth. So far, about 200 of the businesses have been surveyed and 80 percent have responded positively. When the survey is complete, a directory will be developed for use by the schools.

3. The team is developing a local Dictionary of Occupational Titles (DOT), which will be an ongoing project to inform people about jobs in the area and what qualifications those jobs require.

4. A Jobs Symposium is held monthly to help the unemployed develop and improve their job seeking skills. This program is well staffed by local employers, social welfare workers, vocational trainers and state employument personnel.

For further information, contact:

Pelton Goudey
Career Development Center
P.O. Box 263
Montpelier, Vermont 05602

NORTHEAST

Watertown, New York

Community Profile

Watertown is a city of 30,000, where the major areas of employment are machine trades, farming, structural work, and sales. It is an aging community in which the economy has declined in the last fifteen years. There has been a corresponding decline in population, but a strong local effort is being made to reclaim economic losses.

The Community Team

A five-person team was originally identified to lead the project. It was anticipated that additional community representatives from local agencies, businesses, labor, social and civic groups would become involved in the project and provide support for a more ambitious program than the one that the team has been able to conduct.

Career Guidance Action Plan

Watertown identified four targets for its efforts:

- The attitudes of women and girls toward mathematics
- Displaced women and unemployed men and women
- An enlargement of the attitudes of guidance counselors regarding career research development
- The collaboration of the entire community in a career research development

Accomplishments

A focus on "women in math" has resulted from the project. Team leader M. Eugene Ellis has been instrumental in providing low-cost computers to students in the elementary grades. He is working to increase the number of girls in computer classes at the high school level. A woman mathematician from Rochester has spoken in the schools and conducted workshops for women in the community.

For further information, contact:

M. Eugene Ellis
Watertown School District
376 Butterfield Avenue
Watertown, New York 13601

NORTHEAST

Westbury, New York

Community Profile

Nassau County represents a 298-square-mile area on Long Island. Although it is adjacent to New York City, it is in almost every respect a suburban county. One hundred and thirty-three communities within the county sustain a total population of 1,440,000. Its fifty-six public school districts serve 215,000 children from diverse populations-non-English-speaking, affluent, disadvantaged, and minority.

The Community Team

The eighteen-member team includes representatives of business, industry, the public schools, postsecondary education, labor, government, and community agencies. The Board of Cooperative Educational Services (BOCES) of Nassau County has been central to the coordination of team activities.

Career Guidance Action Plan

The one-year work plan for this project was divided into three phases: (1) needs assessment and planning, (2) implementation of activities, and (3) evaluation. The resources and capabilities for maximum impact. These activities included media and mail campaigns, joint industry-education fairs and presentations, field trips, the establishment of a walk-in clinic that served 150 displaced homemakers, and the expansion of high-technology job and training opportunities.

Accomplishments

A very successful career day involving 3,500 students was sponsored jointly by BOCES, Adelphi University, and the Long Island Personnel and Guidance Association (LIPGA). A Career Planning Guide was developed jointly by BOCES and the Long Island Regional Occupational Education committee. The guide was distributed to more than 100,000 tenth-, eleventh- and twelfth-grade students. BOCES and LIPGA collaborated in the sponsorship of workshops conducted by the state department of education from September through May. Eighty percent of the area's fifty-five school districts were served by these workshops, which implemented the newly mandated career education guidance curriculum for grades K-12.

For further information, contact:

Vincent J. LaSala
Nassau BOCES
Salisbury Center
Valentine Road and The Plain Road
Westbury, NY 11590

SOUTH

Collinsville, Virginia

Community Profile

Northern Henry County in Virginia is made up of farms, towns, and open countryside. The population includes all economic levels. Furniture companies collectively employ more people than any other industry in the area. The textile industry is the second-largest employer. The percentage of workers employed in manufacturing in the area is twice as large as that of the state as a whole.

The Community Team

Mr. Rudolph Johnson, principal of John D. Bassett Middle School, is captain of an active team made up of school personnel and ten community members representing business and industry in the area.

Career Guidance Action Plan

Teachers work with the members of the career guidance team to identify and construct units related to meeting career guidance goals that were identified through needs assessment. Goals are (1) to plan a systematic and sequential orientation program for students, parents, and the community to make them aware of the guidance services available at the school; and (2) to design a developmental group guidance program for students in the middle school.

Accomplishments

The guidance team training program, comprised of representatives of business and industry, service agencies, community members, and school personnel, involves a series of career guidance programs for grades six, seven, and eight and to "take guidance into the community" and "bring the community into the school." For more than two years, team members have received training, specialists have been used to conduct workshops related to the needs of the early adolescent, career education has been explored, and communication skills have been taught.

Units of instruction for classroom teachers in grades six, seven, and eight have been designed in areas of orientation, self-concept and understanding, decision making and values clarification, relationships with others, career awareness and exploration, and program planning. In the first year that the project was in operation, the middle school dropout rate fell from 7.1 percent to 1.8 percent.

The team also established a career resource center, which includes a computer-based career guidance information system to serve area students.

For further information, contact:

Rudolph Johnson, Principal
John D. Bassett Middle School
Bassett, Virginia 24055

MIDWEST

Columbus, Ohio

Community Profile

The definition of community here encompasses a vocational rather than a geographic orientation. The client community is made up of individuals employed by The Ohio State University (OSU) Hospitals in the following classifications: housekeeping and nonskilled employees, clerical and secretarial employees, allied health workers, managers and administrators, and professionals and nurses.

The demographic profile of the hospital community is: 77% female; 50% under age 30; 60% have less than a college education; 48% would like to move to another career field; 70% have worked at the hospital less than six years.

The Community Team

David Stein, Ph.D., director of education and training at the hospitals, is the captain of an eight-member team. In the spring of 1983, one member suffered a serious injury and another left OSU. These members have not yet been replaced.

Career Guidance Action Plan

The hospital plan proposed to establish two separate career development programs for employees: one made up of ongoing enrichment programs and other made up of college courses accredited by The Ohio State University. The latter program (offering credit courses) is set to go as originally proposed in the project, but has been put on hold. The hope is that it can begin to operate in the fiscal year beginning July 1, 1983. The courses included will be basic educational requirements. Classes will be located in the hospitals at times convenient to the employees, and the university will reimburse eligible employees for a portion of their educational costs.

Accomplishments

Dr. Stein and others are conducting career planning workshops for hospital personnel on monthly and bimonthly schedules. These programs cover such topics as time management, midlife crisis, managing dual career relationships, exploring life transitions, group participation and group skills, midcareer assessments, and assessment of priorities.

For further information, contact:

David Stein, Ph.D.
Director, Education and Training
The Ohio State University Hospitals
Columbus, Ohio 43210

MIDWEST

Ely, Minnesota

Community Profile

The geographic area of this team includes two northern Minnesota communities--Ely and Babbitt--approximately eighteen miles apart. The primary sources of employment have been mining, timber, tourism, and retail sales. However. within the last two years, the major employer, Reserve Mining Company, has experienced extensive production cutbacks, causing large-scale employee layoffs. As a result, the community is in the throes of rampant unemployment, with many ex-workers close to losing their welfare benefits.

The Community Team

Bill Fisher, a guidance counselor at the high school in Ely, organized this team and served as team captain over the two years of its existence. Of the nine team members, three represented educational agencies, four governmental and community-based agencies, and the remaining two members were unemployed workers from separate trade unions.

Career Guidance Action Plan

During its first year, the team produced a plan addressing (1) the career development needs of unemployed youth in this community, (2) the self-esteem problems of current high school students, and (3) the stress-reduction concerns of service providers. In its second year, the team moved its focus to community needs resulting from either long-term or permanent layoffs and unemployment. An action plan detailing the new focus was never written.

Accomplishments

To initiate its second-year efforts, the team organized a meeting for key leaders interested in helping reduce social and economic problems produced by high unemployment. The Ely Survival Committee was created with a wide range of creative action possibilities. One program that resulted from these early efforts was career-planning classes for groups of unemployed workers. The small and gradually declining attendance at the first series of classes discouraged the organizers from scheduling further sessions. The team's future activities are unclear at this time.

For further information, contact:

Bill C. Fisher
Guidance Counselor
Memorial Senior High School
600 East Harvey Street
Ely, MN 55731

MIDWEST

Lincoln, Nebraska

Community Profile

Situated in fertile farmland, Lincoln boasts a population of 183,000, 97.7 percent of whom are Caucasian. Residents have a high interest in the city's educational facilities and activities offered by thirty-three elementary and thirteen secondary public schools, thirteen nonpublic schools, three institutions of higher education, and eight business, professional, or technical schools. Major employers include government, trade and retail businesses, services and light industry, and other selected services .

The Community Team

This ten-person team owes its existance to Eldon Heskett, director of student services for the Lincoln Public Schools, and Evelyn Lavaty, vocational education consultant for the Nebraska Department of Education. Dr. Heskett assumed the early leadership, fully anticipating that other team members would take over as their skills and commitment increased. Dr. Heskett was replaced by a three-member management team. The team's current members include five persons from educational agencies (including the university, community college and public schools) four from governmental agencies (State Department of Education, Nebraska Job Service, Vet Center, and Lincoln CETA), and one person from Lincoln General Hospital.

Career Guidance Action Plan

The team had difficulty limiting its first-year plan to manageable actions. In the words of most team members, they "floundered" while trying to decide precisely what they wanted to accomplish. In the second year, the team produced a plan concentrated on improving coordination and collaboration among Lincoln agencies and groups providing career guidance services. Team members collected information on such agencies, documented the results, and disseminated their document.

Accomplishments

Through its monthly meetings, team members demonstrated the benefits of interagency networking. The project provided an excellent mechanism for facilitating cooperation among agency personnel. They became more knowledgeable of each other's resources and limits. The number and quality of interagency client referrals increased. The year culminated with an August workshop to which more agency representatives were invited in order to expand the network and teach skills for helping clients develop career profiles. The Lincoln team will continue to meet in 1983-1984 even though our national affiliation ends.

For further information, contact:

Ronald D. Snyder, Counselor
Southeast Community College
8800 "O" Street
Lincoln, NE 68520

MIDWEST

Warren, Michigan

Community Profile

Macomb County has a land area of 481 square miles. It is located in the industrial complex of southeastern Michigan. It prides itself on being a pleasure-boat capitol with more boats per capita than anyplace else in the United States. Political subdivisions in the country range in size from Warren (161,134) to Lake Township (110), with a total county population of 694,600.

The Community Team

The Macomb Career Guidance Training Team is now the Macomb Area Work Education Council Inc., which maintains multirepresentation. There has been some attrition due to job changes among the twelve members of the original team.

Career Guidance Action Plan

The Macomb Area Guidance Team, in cooperation with state, county, and local agencies, has defined the establishment and maintenance of the following three activities as its current plan of action:

- The three-day ICDM/Career Guidance Workshop for the following recipients:
  - Counselor/instructors of Job Clubs for welfare recipients
  - The four-district Vocational Education Consortium
  - The six-district Adult Education Consortium
  - The countywide, multiorganizational Human Services Interagency Council
- The initiation of the Employability Development Project (EDP) with four school districts (one high school from each, for a total of 5000 students). One of the districts is a member of the Vocational Education Consortium and will help bring three additional high schools into the area of influence created by this project. EDP seeks the achievement by each participant of the "core competencies" established by the State Policy for Youth Employment and Training. EDP occurs only because of the effective integration of career education resources, microcomputing technology, counseling/guidance personnel, top school management, and business volunteers.

- A program of occupational guidance, counseling, and advocacy for up to 400 recently displaced workers of the Fundimensions manufacturing plant in Macomb Township, Michigan.

Accomplishments

The Macomb team's biggest accomplishment was installing guidance counselors in the public libraries to deal with the unemployed. The service was an immediate success, as indicated by the fact that 135 appointments were made during the first two weeks of its operation. The program flourished for several months until funding was discontinued. All linkages are established and still in place. The team is working to secure private funding.

Another significant accomplishment is the operation of ongoing workshops for teachers and guidance counselors, as well as vocational education planners and administrators. These one- to three-day workshops disseminate continuously updated labor market information. These workshops are conducted year-round and have provided the community with a large group of career guidance counselors who are able to put labor market information to effective use.

For further information, contact:

Ken Yoder
Macomb Area Work Education Council
14301 Parkside Avenue
Warren, MI 48093

WEST

Orange County, California

Community Profile

Orange County, which is located in southern California, consists of a number of adjoining suburban communities. According to the 1980 U.S. Census, the county's population is almost 1 million. Sixty percent of all jobs are white collar, and the median family income is approximately $29,000. Although the population is primarily Caucasian, minority groups make up 20 percent of the population, including a large settlement of Indochinese refugees.

The Community Team

The Orange County team has been together for two years. The current nine-person group consists of representatives from the Coast Community College District, Orange County Department of Education, Orange County Economic Development Corporation, California Employment Development Department, Garbe Manufacturing Company, and Newport-Mesa Unified School District. Team leadership has been shared by the representative of the community college district and the guidance director of the county department of education.

Career Guidance Action Plan

The team's plan has had a two-part focus over the two years: (1) helping social service providers and business/industry representatives to "network" in order to share limited resources, and (2) providing selected career development activities for clients.

Accomplishments

The team was successful in expanding the career guidance network that was started the first year. Through meetings held approximately every two months, resources were discussed, client referrals were made, and strengths and other resources of team members were noted and shared. Individual team members provided suggestions for each other, as well as for visitors to meetings (e.g., a Boy Scout planner who sought career development information).

At the Job Fair, which was held in the spring, 120 county residents were provided with career and job information, suggestions on job search strategies, and referrals. Team members reported disappointment that the attendance was not higher, but were satisfied with the participation that did occur. The team's future activities are unclear at this time.

For further information, contact:

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Orange County Department of Education
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Santa Ana, CA 927050029
(714) 966-4322

WEST

San Antonio, Texas

Community Profile

Northside Independent School District (NISD) is a county-line district which lies in Bexar, Medina and Bandera counties northwest of San Antonio. The district has an area of 350 square miles. NISD includes four high schools, eight middle schools, twenty-seven elementary schools, and five special schools serving handicapped students for a total enrollment of 35,000 students.

The economy is supported by manufacturing, commercial trade, six major military installations, and tourism. Residents of NISD (approximately 175,000) have a per capita income and education level exceeding the city of San Antonio and Bexar county averages.

The Community Team

The eleven-person team has a balance of Northside staff and community representatives of business and industry to optimize their community-collaborative resources. Team leadership has been shared by the directors of guidance career education and the training director of South Texas Electrical J.A.T.C.

Career Guidance Action Plan

An Action Plan evolved from needs assessment surveys of the community, schools, state and employers. Based upon these surveys, the team concluded that NISD needed to develop and implement a more comprehensive, coordinated consistent career education program in the eight middle schools through five components: curriculum, guidance, vocational education, community, and parents. The team will institute a guide of recommended activities for use by personnel in each of the five components to help students achieve ten career education goals and at least two objectives for each goal.

Accomplishments

Team members met with representatives of each of the five components to identify available resources and develop strategies for achieving student objectives. Exemplary strategies/activities included curriculum infusion modules; a guidance plan; an occupational investigation curriculum module; community career speakers; and parent-student career guidance activities. An evaluation plan and pre-post test instruments were developed for implementation in September, 1984.

For further information, contact:

Mary Lou Mendoza
Career Education Coordinator
or Pat Hooper
Director of Guidance
Northside Independent School District
5900 Evers Road
San Antonio, TX 78238

WEST

Seattle, Washington

Community Profile

Seattle's population hovers around the half-million mark. In 1980, the ethnic composition was primarily Caucasian (79.5 percent), black (9.5 percent), Asian (7.4 percent) and Native American (1.3 percent). Major industries include aerospace, timber, manufacturing, and tourism. Recent economic difficulties encountered by the airline and construction industries have seriously influenced Seattle, causing local and state unemployment figures to rise drastically. Recovery will be a slow process.

The Community Team

With a unique twist, this site's team was initiated by a nonprofit organization, PIPE (Private Initiatives in Public Education), founded to develop partnerships between local schools and major businesses. PIPE's executive director, Cynthia Shelton, served as the team leader until she turned the responsibility over to Louise Wasson halfway through the team's first year. At that time, Wasson was hired as the career education PIPE consultant by the Seattle Public Schools. Two of this team's eight members represent business and industry (a law firm and a hospital), two work for nonprofit organizations (PIPE and Boy Scouts), two are staff of educational institutions, one is a homemaker and volunteer, and one is employed by a government agency.

Career Guidance Action Plan

During this first year, the Seattle team had three objectives. First, the team wanted to influence the Seattle Public Schools' Career/Vocational Education Seminar so that seminar participants would recommend that district guarantee that all of its students have exposure to career education essentials. Second, the team sought to stimulate infusion of career education into the secondary academic curriculum, using extensive resources available through PIPE partnerships, Explorer Scouts, and local businesses and agencies. Third, it strove to establish a computerized system for identifying and accessing community resources available to Seattle Public Schools staff and students in the areas of career and academic education.

Accomplishments

Basically, this team functioned as individuals. Few team meetings were held. Team members made themselves available to help the career education consultant do her job for the Seattle Public Schools and to enable PIPE to

fulfill its mission in this district. Because of this combination of resources and assignments, as well as the impressive dedication of all individuals, progress was made on each of the three objectives.

For example, many of the team members' recommendations were apparent in the seminar's final report. A series of career education infusion workshops was conducted with secondary school teachers, and more are scheduled for Fall 1983. Software, a database, and equipment for the computer-based community resource system were obtained, installed, and successfully demonstrated.

For further information, contact:

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